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W. J. CARSON

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WINONA COLLEGE
JONATHAN RIGDON, President
WINONA LAKE, INDIANA

News

The New York City high school principals are united as one man against the factory system of two- and three-part time classes so that the buildings may be utilized from early morn till dewy eve. They have three main objections which are worth being looked into by every educator. Of these the first is that some hours of the day permit far better results in study and recitation than other hours, and this they are proving by charts. One hour sees less ideas or states of consciousness than other hours, and they are less brilliant and forceful. The second objection is that it puts an end to after school clubs and meetings of the students. The third is that the wear and tear upon the buildings becomes very great, and the time to clean and to repair them is greatly reduced.

In the great debate in all the newspapers and in many gatherings as to what is a fair annual expenditure for a college student, it has been made wonderfully clear that the cost is just twice as much east of the Alleghanies as west. Few young men or young women spend less than \$600 in the East, and few spend more than \$300 a year in the West. There is, of course, no such difference as this in the average annual incomes of the parents. Also, of course, the wealthier Western parents send their sons and daughters East, but the poorer eastern parents do not send their sons and daughters West, as well they might. Does the eastern college give the better education? \$150 of the difference is the average annual tuition bill of the private institution of the East, while the Western state universities are free.

Shelby County, Tenn., has thirteen high schools, the largest number in the state. The county has 22,000 school pupils, and is in the southwest corner upon the Mississippi River, containing Memphis. Miss Mabel Williams is county superintendent.

Says the city superintendent of schools of Rockford, Ill.: "Every schoolhouse should have a reliable wall clock, an 18-inch globe, a good thermometer, a good barometer, a rain gauge, a weather vane, a surveyor's chain, a 100-foot tape measure, a carpenter's square and a compass."

Because a schoolboy forged a check for \$14, after a brief course in commercial arithmetic, the newspapers are saying that the city of Muskegon, Mich., has dropped the subject from the elementary school curriculum. If true, how funny! If not true, how much funnier that the newspapers should fall for it!

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The School Journal

VOL. LXXXI

MARCH, 1914

No. 5

Editorial Staff

WILLIAM E. CHANCELLOR
WILLARD S. SMALLWALTER R. SIDERS
MONTANYE PERRY

The Delight of the Book He was a pleasant chap. We met him upon the steamboat that goes up and down the Columbia river between Astoria and Portland last year in the spring. He told all and sundry that he had been a school principal, a book agent, a postmaster, and a Socialist orator. He talked a long, long time enthusiastically upon all these themes of his very interesting past. He was just the little, nervous, wiry chap that one would suppose him to be from his history. Most of what he said seemed ephemeral, but some words have stuck in memory this twelvemonth. A fellow passenger to whom his volubility had grown wearisome at last arose and handed to him the current copies of two standard magazines. But our monologist promptly replied, "So you want me to read, do you, and a paper-bound magazine at that? My friend, I read books only. I love the feeling of a well-bound book in my hands. I like to realize that my children and my friends can read it, and that if I have good luck it will last for my children's children. I never buy anything but good books and well-bound books, and I don't read the magazines unless I must." We have much of the same feeling, and we are greatly interested in extending the sale of books to schools, lots of them, for class use and for libraries, in order that the next generation may grow up loving good books, well bound. We sincerely hope that soon the Arizona system will extend throughout the Union, and that all cities and towns furnishing free books will give them outright to the pupils. Is it not absurd that all the books printed in America should not cost over \$50,000,000 a year, when so many other items should cost so many, many times as much? School books and college books all told are not a third of even that small amount for a very great nation. It would be almost an earthly paradise were every family to have a library of at least one hundred books. There is one thing that school superintendents can do to help this desired day, and this is to encourage the purchase of books by setting an example in their communities. For one man who buys too many books for his own good, there are many who buy far too few. Let us not give to our boy who does not like to read a book in nine-point type or less, and then wonder why he does not love his books. The pages here are in ten-point, which is none too large for the book that the boy and the girl of even good eyesight should read. Not over two in three have good enough eyesight to like to read without glasses. Nine times in ten, reading simply shows the need.

The handsomely printed books of the well-to-do book lovers are all in large type, with wide margins and strong bindings. Small wonder that such books are really loved not only for their messages but also for their artistic making.

The Income of the Small Investor In the past ten years, on the average, the net returns upon money invested have increased greatly everywhere in this country save its newest parts. Farm mortgage loans have risen in Ohio from six to seven per cent interest. City real estate in New Jersey has upon mortgage paid six instead of five per cent. In Connecticut, where there was plenty of money to loan at four and a half per cent ten years ago, the average rate is now six and a half. Railroads are paying both interest and dividends far more generally than they were a decade ago, and they are paying higher rates. What is called "commercial paper" passes current at one or one and a half per cent higher than was standard for the same class of paper then. And many explanations have been offered. It is not so important to get the explanations as to consider just what higher interest rates mean to American prosperity. Dear money always checks progress. Cheap money helps progress. The ideal interest rate is only a sinking fund maker to replace losses. The rate in France for the government rentes is about such an ideal rate, two and a half per cent. Any one who pays over three per cent interest in America is enriching the lender provided he keeps the capital intact. Of course, when a schoolman happens to have a hundred thousand or so on loan at seven per cent, or invested in business at ten or twenty, he is likely to consider himself fortunate, as indeed he is. And it may well be that the loan is in a business that can well afford to pay a high rate. Nevertheless, it can easily be proven that the average rate actually earned upon the capital of the nation since 1790 has been three and a half per cent compounded annually. Families that have done better than that in the four generations since then have been able to do this not to the detriment of their neighbors but to the result of securing primacy over them. It is exceedingly important that the price of money should fall, and there is only one general way to get it down—which is for thrift to be practiced again in our land. Without exception every dollar of capital since the world began has been a saved dollar or silver pound or whatever was the unit of exchange. It is by no means always possible to save money, and some-

times it has proven futile to do so, for the fund has been lost. But it is a safe general rule to teach every boy and girl who has any income or earnings from any source that a certain small or large fraction of the income should be saved. Those who save carry all the rest of mankind through its periods of stress. They carry the sick of families and the out-of-works across the hard places. The right kind of thrift is by no means what it is so often called, "selfishness," but foresighted generosity. It is the thrift of the poor and moderately well-to-do that counts rather than that of the rich. Vast as is the wealth of not a few American families, the wealth of the masses is far greater. How to earn, how to spend and how to save, these are the three problems of truly economic education which is larger than vocational or industrial training and is the true correlative of all "culture" studies so called. Of these, how to save is not less important than either of the others. Hand-to-mouth living, the living that leaves one no better off at the end of the year than at the beginning, is the lot, the fate, the doom of many, but those who by foresight and thrift can escape it should do so for their own and the general good. It is this ease of saving that lies within the capitalistic system and justifies it as better than any other economic system hitherto known and practiced among men.

Let the Little Fads Roll by Not so many years ago, there was a fad of teaching morals. At last

the schools were to take up seriously moral education. There was to be systematic education in morality. Thereafter sin would pretty nearly disappear from this old world, and with it sorrow would also cease. But it was not found practical to teach adult morals to children. Morals were seen to be a case of right action in definite practical situations such as school life does not afford and as children, for want of adult motives, cannot understand. Then we had the fad of social efficiency exploited by college professors who, except for its relative size, would not know a child when they saw one. It died quickly. Another highly popular fad was that of teaching history in the geography lessons and geography in the history lessons and calling this "correlation." Many a good man really believed in this plan. Still another fad was teaching all about alcohol and tobacco so that the children would never use either. But more alcohol and more tobacco are now being used, in fact, than ever before, notwithstanding the general effort to forewarn the children. Then we had with us the fad of using the school building as a social center, but the teachers could not stand the extra strain. More working helpers were needed. Last, we have had with us the fad of teaching sex hygiene. It came, and it was expelled quickly, as more than one educator and preacher knew that it would and should be. And yet every fad has had its use and greatly should every intelligent man regret such a condition of education that no fad should ever be tried. The first and the great value of the fad is that once in a while there comes a fad that is good, that lives and grows. Teaching

the children of the poor to read and write was once only a fad. It were more true to say not "once" but often, for again and again the movement surged into the life of mankind, and then was forced out. At last, in the nineteenth century, it won its place, and it will stay until there shall be no more poor upon the earth. God speed that day! A second value of the fad is a value that attaches in some degree to every fad, but in greater degree to some than to others, of course. Like the coral insect the fad dies, but it leaves its bones for coral, and helps build some new island up from the depths of the ocean of human nature, which no man knows. Everything that the social life of mankind knows was once a fad. Christianity and democracy were fads. Education itself was only a fad. And education, democracy, Christianity, these are the very substance of true civilization and culture, all perfectly right in themselves, all designed to save man from the brute in himself, and slowly accomplishing this infinite design.

It Was Not Fireproof Until the eighteenth of March it

was a great college building, for it sheltered fifteen hundred students daily, and in it six hundred young ladies slept at night. That early morning a light sleeper in the fourth floor was awakened by a brilliant glare in her window. Up she got with speed, but being very sensible she made no outcry. She awakened two other girls, and they glided about over the two floors assigned to dormitory use, the fourth and the fifth, warning the inmates of the rooms to get out quickly but quietly. The first student awakened had sped to a house in the neighborhood where there was a telephone, for the college hall telephone room was afire, and called up the fire departments of three nearby towns. There was no panic. Not a life was lost. But the entire building was ruined, a total loss, but partly covered by insurance. Yet there were millionaires' daughters in that fire-trap of brick and wood dating from the ignorant days of the early seventies, and if their fathers had cared they might long ago have given a proper dormitory or two to Wellesley College. Only the young ladies themselves appear with much credit in this affair. They all kept their heads. What business college authorities had in allowing such a five-story building to be used by a throng of students it is indeed hard to understand. Tinderbox frame or brick-and-frame two-story residences are dangerous enough. Very likely there was some profit to be made by renting this building to the trustful students, and the college authorities desired to get the revenue. They do not deserve one particle more sympathy than do the owners of factory fire-traps. Men and women who have sons and daughters in college would do well to inquire into such matters, and the students themselves should never willingly assume the great risks of spontaneous combustion, the alleged cause of this near-tragedy. The real cause, of course, was the indifference of all concerned to the danger. Tear down the fire-traps, reconstruct the panic traps, and live in the modern age.

Permanent Tenure from Now on This is the spring of 1914, the best possible time for your town or city to put an end to the worry of your experienced teachers as to whether they will be employed permanently. In villages, teachers are employed from year to year. In cities, after a year or two of trial, they are employed permanently. Do not count the number of legal voters, or the number of school children in your community. Consider whether or not every year your tried and true teachers for months are in suspense over whether or not they will be retained in your service. Just how much the quality of the teaching is lowered by this suspense no one knows. But the effect is certain and in many cases great. Veteran teachers should be recognized as such. There should be a rule of every board of education that a teacher who has served acceptably for one or two years is *prima facie* on permanent tenure. New Jersey teachers have this tenure in cities and villages alike as a matter of state law. It is easy to frame the rule. It should be easy to have boards pass it. The rule saves not only the teachers from fretting but the board also from being harassed. Increases of salary should be virtually automatic unless doubled for special merit.

Two Secrets and No Charge To any community:

Do you wish to have better teachers in the future? Raise salaries. Do you wish to attract a better class of new residents? Employ a great consulting school architect to help you select good plans for new buildings. Tear down the old buildings and start afresh.

These are simple rules. The old question is: Do you sincerely desire better schools?

New Head of The N. E. A. may forever be Department of Superintendence of going all to pieces and may be utterly doomed, perhaps. But we note an item that seems to count differently. The Department of Superintendence seems incapable of making a mistake in selecting its president. It has had Superintendents Elson, Davidson, Cooper, Chandsey, Blewett, Dyer recently, and other men just as competent; and now it has selected Henry Snyder, of Jersey City. It would be easy to make a mistake; but the department never slips. There are a lot of fine qualities in Superintendent Snyder, whom we have known aforetime. From his handsome signature to his fine school buildings, at home and before the public, his performance will stand close and rigid inspection. Make no mistake. He is an advertiser; he advertises himself by what he does and says. There will be as good a program at Cincinnati as the men and women of the N. E. A. can produce. The choices will be made with intelligence and care; there will be no happy thoughts or experiments. There never is upon a department program. If the performance in some cases is poor, it will be because the performer has an "off day," against which no program-maker can provide.

THE INSTITUTIONAL MAN

In a general way, all men and women in any civilized land may be grouped into two sets, the

institutional persons and the free. There is a half-sphere of closely-organized society and there is another half-sphere of but loosely-organized society. There is, of course, no sharp plane of differentiation. Men pass rather freely from one half of the social sphere to the other. No civilized man wholly escapes something of the institutional bondage. And no man long endures without something of freedom in his life.

In every highly-organized society, one may say to the members, using the language of Scripture, "Ye are not your own; ye are bought with a price." This purchase begins with birth, for our very marriages are in recognition of next to the strongest of all social institutions in these times, the family.

But as the free men make sad and sometimes cruel mistakes in judging the actions of their fellows of the closely-organized institutions, so do the men in the institutions misjudge because they misunderstand the free men. Perhaps, the freest of all men is the farmer who owns his land without mortgage, has a fair bunch of cattle, and good implements with a family able to supply about all the labor needed. Such a man can scarcely understand any part of the life of the factory worker or of the government official, of the trained lawyer of standing or of the class-room city teacher. The free farmer thinks as he pleases, and lives or dies according as he thinks well or ill. He says almost anything that he pleases, and upon most days of the year works when he pleases. But the farmer's boy is not a free person; for him sunrise means milking the cows, and his father's order means the will of the lord of that land. In a certain sense, the business man who has retired with a hundred thousand dollars of good stocks and bonds laid away and with the deed to a town house in safe deposit with the bonds is a free man. So also is the successful artist or man of letters.

But the institutional man has the floor of the social clinic in our time. According to most educators it is the business of school and college to develop the man and the woman for social services and for social efficiency. The ability and the desire to take care of oneself are at discount.

Should education aim especially to develop free, collarless men, as Froebel asserted? Or should education aim to fit men to wear collars without fret, as most vocationalists seem to think?

What are some of the characteristics of this institutional person?

In nearly all cases, he is upon some payroll, and with more or less regularity calls for or is called to get "his money." He has fixed times and seasons for getting this money, and is mightily disturbed when he does not get it. A world without a pay-day is incomprehensible to him. The pay-check or the pay-envelope together with a calendar of days and weeks and months is the railroad ticket to his life.

In the second place, he must go to some one else to decide what is what, what to do and what to say. Throw final responsibility upon him outside of the details entrusted to him by reason of his function, and his nerve departs. On the other hand, in the

allotted field of his daily service, he must be allowed to go along as he wills. Whether he admits it or not he resents the supervision of the efficiency engineer. Having surrendered freedom in all essential matters, rising when the machine says, eating when the machine permits, returning from labor when he can, and spending only so much as the machine allows, he feels that in his own place he should get a large liberty to recompense him for so great losses.

In the third place, his mind works according to fixed ideas that he cannot escape, try as he will. For five years, or for twenty-five years, look upon the same building or kind of building, associate with the same persons or kind of persons, use the same muscles, spend more or less the same amount of time upon about the same kind of things, and handle weekly about the same amount of money; and all experience becomes a prison to the soul. The sense of the rest of the world is lost. No man is quite so ready to criticise another for being a strange kind of example of human nature as is this institutional man, who upon close analysis has a far smaller human nature than the wanderer has.

In the fourth place, the institutional man works in and with crowds. He feels most safe when he is doing what nearly all others are doing. This has one very marked result; he comes to feel that he is an overplaced mediocrity, who has gotten up to something that if he lost would leave him worse off than now. His attitude of fear becomes acute and at times painful to free observers. With the fear comes silence, and with the silence sheer inhibition of thought. Often, the very fear induces the failure or defeat that he dreads.

It is upon this institutional man as a rock of offence that vocational education is stumbling. Men there must be to operate factories and schools and churches and courts. The highest type of institutional man renders a vast and an important service to the cost of his own personal ambitions. He sinks self in the social good. But after all the men who lift society forward, the very inventors of these institutions at their beginnings, were free men and not institutional men. No one would include such American leaders as Washington and Emerson and Edison as typically institutional persons. They dominate and change institutions, but they live themselves in worlds of freedom. This by no means is to say that they have lived in worlds of lawlessness and caprice, but that they have obeyed the light of their own reasoning.

Our schools should and will educate men for the half-sphere of social order, but they should also educate for the half-sphere of liberty.

The most useful men are those who have gone with their own lanterns alone into dark, untraveled new places, and have blazed the paths for others to follow. These men are more useful even than social reformers and social operators. No small amount of the glory that seems to form a halo around the farmer's head is due to a feeling that from the farm come most of the free men who dare in danger, poverty and indifference, if not in scorn, to venture into new lands of thought and truth to discover there the grapes of Eschol.

CORRESPONDENCE

Office of the Superintendent of Instruction, Public Schools.

J. M. GREENWOOD, Adviser to Board.

KANSAS CITY, Mo., March 23, 1914.

Dr. W. E. Chancellor,
Darien, Connecticut.

Dear Friend:

Relying to your request of the 18th concerning the Richmond meeting, I came to the conclusion that there was much evidence of returning sanity among the abler young men present. One cannot always judge from the papers read, or the utterances made when speakers are dressed up in evening suits, of the current of inner thoughts running through the minds of an audience. I simply record my impressions.

Ben presided admirably. He handled the meetings in a dignified and graceful manner, and despatched the business rapidly. Snedden fell below my former estimate; Bagley is picking up and is standing squarely on his feet. He has a good background upon which he is basing his thinking on the achievements of the race. He has grown mightily in the last few years. Superintendent Dyer labored hard to get a big speech out, but it appeared to have been pipped a little too early. Judd stood for real and more solid work in school, and for more hours each day. Gwynn had a sound paper. Pearson, of Kansas City, Kansas, had an excellent short paper on school efficiency in which he took his four hundred teachers into his confidence by asking each one to write him a personal letter telling how to better the schools. Some speakers had made no preparation and depended on inspiration which did not come. Many papers were platitudinous.

Surveys were handled generally without gloves, and the specialists were not much in evidence. The superintendents preferred to do, or direct, their own surveys rather than to hand this work over to mere theorists who had had no experience in public school management.

I mingled freely with the rank and file, and I found these men holding solid opinions on all the important educational topics. They distinguished very clearly between school work, play work, and drudgery. Soft, too soft, pedagogy has an abiding place with a small minority, but the doctrine of cultivating the "work microbes" is uppermost in the minds of nearly all clear-sighted superintendents.

Yours faithfully,

J. M. GREENWOOD.

When the school funds at Selma, Ala., failed to equip the high school properly, two hundred business men of the city assembled in the new building and subscribed the money requisite.

The board of education at Enid, Okla., directed the school superintendent to admit pupils even without vaccination certificates during a recent small pox epidemic, and contrary to the orders of the city health officer. This conflict of jurisdiction and of opinion as to vaccination is becoming more and more common in the land.

Illinois has 73 colleges and 1,027 high schools and academies.

PUZZLES

Pleasant and profitable, indeed, are the by-products of our workaday activities. Let the schoolman consider his correspondence. Are there not embedded in your stratified letters, new and old, many provoking puzzles, pricks to curiosity and other subjective satisfactions? What suggestive glimpses they give one of the *terra incognita* of other men's minds! What stimulating puzzles they present in the attitude and action of other fellows' minds—especially professional and official minds. These puzzles are a veritable mine of joy, yielding rich returns for little effort in the form of reading and reflection.

College Entrance Puzzles.—The principal of the Nemonia high school has confessed to me that he finds perennial delight in his correspondence with college officials relative to entrance requirements.

Unknown Worlds of Mind.—The official college mind fairly proliferates puzzles, both varied and excellent. Sometimes it is the mechanical functioning of this type of mind; sometimes the curiosities of logic that are blandly evolved; sometimes "certain condescensions"; and the list is not more than begun. The aforesaid principal tells that he keeps a jacket in his files labeled "College Correspondence Puzzles," to which he consigns all communications from college officials that appeal to his puzzle instinct. It is chiefly deans and registrars that furnish these puzzles, the now and then a chairman of some faculty committee is summoned from Olympus (or a football conference) to stretch out a saving hand to the erring brother of the secondary school. He almost always contributes something of value in the puzzle line. When my friend is sorely in need of innocent recreation he turns to this jacket and rereads some of the puzzles. He tells me that invariably he is refreshed. There is a renascence within him of the juvenile delight in puzzles that, in childhood days, he found in the rebuses and acrostics in each new number of the *Youth's Companion*.

Bowwow University Puzzles.—Among the choicest specimens in his collection of puzzles are some contributed by the officials of Bowwow University. This eminent and admirable institution is situated in the suburbs of the little city of Tradition in the great state of Somewhere. It is justly famed for its breadth and catholicity; wherefore its pedantry in the matter of entrance requirements in itself constitutes a puzzle. My friend does not assert that Bowwow is typical of American universities; neither that it is peculiar; only that Bowwow is not a myth, and that the letters quoted are not entirely imaginary.

The Conscientious Registrar.—Some years ago the conscientious registrar of Bowwow University was shocked by a rumor that the Nemonia high school was short in the arithmetic of Bowwow units:

"A rumor has reached us that the Nemonia high school has been certifying to Bowwow University one unit in history when the course covered only four times per week for one school year, when the Bowwow requirement is not less than five times per week for the same period. This is

probably due to a misunderstanding of the Bowwow requirement. We require not only that the subject as stated be offered, but also the time element be covered.

"Will you kindly inform me whether or not you have been recommending when the time element has not been covered? If so, we must ask you to refrain from doing so in the future. We feel that probably a misunderstanding has been the reason for the rumor."

The principal of the Nemonia high school was so charmed by the insinuating condescension of the conscientious registrar that he overlooked the idiosyncrasies of syntax in the communication, meekly confessed his sins, and prayed for grace as follows:

"I have your letter of October 17th, stating that a rumor had reached you to the effect that the Nemonia high school had certified to Bowwow University one unit in history, etc., etc.

"The Nemonia high school for many years has included ancient history, four (4) periods a week, in its course of study for the first year. Mediæval history, modern history and American history are taught in the second, third and fourth years, respectively, the classes meeting four times a week. The only variation from this program in this school is that we now are giving five periods a week to ancient history in the first year. For pupils about to enter college, who have had ancient history only four periods a week, we are providing a review course of one period a week in the senior year.

"I trust that this satisfies the Bowwow University requirement, but from the tenor of your letter I do not feel fully confident that it does. The inevitable conclusion to be drawn from your letter is that arithmetical considerations are held in higher esteem in determining fitness to enter Bowwow than the thoroughness of treatment and extent of subject matter. It is peculiarly unfortunate that Bowwow, which, of all universities, should be most truly liberal in its attitude towards educational values, should be exponent of this sort of Philistinism."

Arithmetical Illumination.—More in sorrow than in anger the registrar pressed the button and enlightened the darkling mind of the Nemonia principal:

"I have your letter of October 26th, and I beg to say that my letter was not written in the spirit of criticism, but, having been instructed by the university faculty of Bowwow University to see to it that the requirement in time as well as in subject matter was satisfied, I saw no way but to enforce the rule. Your contention that we cared more for arithmetical considerations than a knowledge of the subject is not warranted. We do not debar a student who has had four times per week for one year from entrance to Bowwow University. We simply say that those who enter by certificate must satisfy the time element. The others can take the entrance examination, and I assure you that if they pass our entrance test, they will not be debarred because they happen to have less than the time element.

"Consider for a minute what would occur if

every subject was given only four times per week instead of five. *Then the fifteen units required for entrance to Bowwow would become only twelve** and place our entrance way below that set by the Carnegie Foundation for the Advancement of Teaching. We are simply trying to live up to what we publish as our entrance requirements. If Bowwow is the only institution that is requiring five times per week as one unit, then the statements in hundreds of catalogues certainly are misleading."

The Carnegie Foundation Bogie.—The Nemonia principal could not recall the Carnegie Foundation order referred to, so he asked for specifications.

"I have your letter of the 27th in reply to my letter of October 26th. Your explanation of your apparent apotheosis of the arithmetical unit is precisely what I anticipated. It reveals the college faculty cringing before the sinister figure of the Carnegie Foundation—or rather before a misconceived idea of that figure. I should be glad to know in what official paper the Carnegie Foundation has defined a unit of high school work as consisting of five hours a week for one year. The last official statement I heard from their representative was a distinct disclaimer of such a definition."

The specifications were not very convincing.

"I have your letter of October 31st and hasten to reply that I was unfortunate in my letter of October 27th in using the term 'Carnegie Foundation for the Advancement of Teaching.' I do not know that this association has adopted such a unit. The unit of five times per week for one year has become known in common talk as the Carnegie unit, and in my letter of October 27th I inadvertently said that it had been adopted by that association."

It is but fair that each reader should find his own puzzles in these letters, but it may not be obtrusive to ask: Why this certain condescension? Why the disclaimer of arithmetical penchant in one paragraph and naïve disclosure of it in the following paragraph (in which fifteen is shown to be equal to twelve)? Why the hasty retreat behind the Carnegie Foundation? And after the lapse of three years there is no better answer than "I wonder."

The Fitness of the Fit.—But Bowwow is serene and steadfast. It loves to generate puzzles, as witness a second series of letters of comparatively recent date. In response to a certification of a candidate's academic fitness for admission, accompanied by a letter certifying that the young man was of excellent character and of more than ordinary ability (with adequate evidence of the same), the Nemonia principal received the following from the Bowwow registrar:

"Relying to your letter of May 26th and the certificate for Mr. —, I beg to enclose herewith a statement of the value that we have given to the same. In spite of the fact that there was a printed statement upon the certificate blank in regard to the time element, it seems as if Mr. — expects credit for third-year German, ancient history and plane geometry each 1 unit for four times

* Italics are ours.—Ed.

a week for a year. This we cannot allow unless the school certificate shows not less than 120 sixty-minute hours in each of these subjects."

At this point in the game, the Nemonia principal forgot, for the moment, that the Bowwow officials were to be regarded merely as makers of interesting puzzles, and fell into the error of serious argument.

"I have your letter of May 26th in regard to the certification for Mr. —, also the enclosure indicating the value that you have given to the certificate. I did realize the significance of the printed statement in regard to the time element, but it did not occur to me that such a mechanical prescription would be applied rigidly in a case where the candidate's preparation is certainly adequate and thorough. In case of the three subjects to which you object, I would say that the actual time is about 108 hours, but there is not the slightest doubt of the thoroughness of the work in these three courses, and of their adequacy to meet college requirements. It is self-evident, in the case of plane geometry, that the student must have mastered this subject in order successfully to grapple with solid geometry. The fact that we certify students year after year to many of the leading colleges of the country, and that Bowwow has been included in times past, and that, so far as I know, our certified students have never failed to make good in any college, ought to serve as a guarantee of sufficiency in this case. This student is thoroughly and adequately prepared to enter Bowwow or any other university, and I most urgently recommend that the certification which I have given be accepted upon its face value."

Enter the Olympian.—Apparently the registrar was bored by the obtuseness of a correspondent who had forgotten, even momentarily, the real purpose of such correspondence. At any rate, here enters the Chairman of the University Faculty Committee on Relations to Secondary Schools, who deftly restored the nodding Nemonian to full consciousness of the significance of the game.

"The registrar of the university has referred to me the papers, including your letter of June 3rd, concerning Mr. —. As Chairman of the Committee on Admission by Certificate it is my duty, acting for the committee, to pass upon cases of this kind. I regret to say that it is impossible for us to change the ruling made by the registrar, who is administering rules for which he is not responsible, and which he is not at liberty to vary.

"I note in your letter of June 3rd the phrase, 'It did not occur to me that such a mechanical prescription would be applied rigidly in a case where the candidate's preparation is certainly adequate and thorough.' You continue, 'The actual time is about 108 hours, but there is not the slightest doubt of the thoroughness of the work,' etc.

"The situation is this: Bowwow University, as a member of the Association of Colleges and Preparatory Schools and as a member of the College Entrance Examination Board, has adopted a definition of the word 'unit' that we print on the face of our certificate. In justice to our own printed

(Continued on page 184)

GEOGRAPHY: WHAT SHALL WE TEACH?

BY WILLIAM E. CHANCELLOR

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WHAT? SHOULD PRECEDE HOW?

So much has been said by educators upon the question—How should geography be taught?—that the equally important matter of what geography should be taught has been left to text-book makers and to their publishers. Not that geographical text-book makers and their publishers have not been educators, but that there has never been any adequate discussion in a conference or committee of sufficient numbers and weight to bring the subject fairly and fully before the country. The text-book persons have gone to their tasks of making the manuscripts and the printed books in sheer individual empiricism and occasionally in pure experimentalism.

As a result, we have in the public schools of our country to-day four series and one miscellany of text-books that, supplemented by readers, virtually occupy the entire field. Two of these four series are so closely alike that it is a toss-up of a penny which to use. They contain exactly the same kind of geographical facts arranged in much the same order. Their difference in merit is wholly a matter of details. A third series is a radical departure, a perfect hodge-podge, but as interesting as a whole library of picture puzzles. The fourth series is pedagogically strong, but otherwise inferior. The miscellany consists of some books on old-fashioned lines, substantial but tiresome.

We have just awakened to the fact that it is a genuine psychological and sociological crime to put into the hands of a child at school an arithmetic that quotes butter at 14c. a pound and is characteristically obsolete in its objective facts. We are beginning to awaken to the fact that it is just the same kind of crime to put into the hands of a child a book of history written from the viewpoint of 1890. The new age does not change the old facts, but it puts a new light upon them. It draws some facts into the foreground and throws others into the background. Similarly, it is a crime to give to a child for his hard study for several years a book upon geography that in many points is essentially false to the facts of the world of the living present.

A SAMPLE OUTWORN BUT STILL USED GEOGRAPHY

This is no finding of a mare's nest. There is in my hands now, as I write, a book that is as good a geography as is used in half the schools of America, an excellent book in its time. This book is now in use in many schools. It will be used for many years to come. This book was copyrighted nineteen years ago, and was printed sixteen years ago. In other words, it contains the census statistics of 1890.

Let us observe some of the items in it that are obsolete; or the absence of which shows its obsoleteness.

There is no presentation of that terrible yet won-

derful continent, Antarctica, which has been given to the knowledge of mankind by the expeditions of Shackleton, of Amundsen and of Scott. This continent is larger than Australia. It has mountains as high as those of the Andes, and its plateau rivals in height that of Asia. Its present conditions help us to understand the glacial ages; its weathers help us to understand all terrestrial weathers; and its coasts are being charted for the information of all mariners who go into the world's worst seas. But this really fine text does not show Antarctica upon its maps! The great continent was non-existent so far as human knowledge went.

Ten or a score of polar expeditions were at last crowned with success when Peary reached and located the North Pole. We know what that region is like. But to the pupils of the schools using this book, the North Pole is but a mathematical myth.

Since this edition was printed, the term "bison" has replaced "buffalo," and no bison are seen grazing upon the high plains or anywhere else in America. Mt. Denali (Mt. McKinley) has been ascended and measured and photographed. The sands of Port Nome have given up some of their gold, and the city has been washed into the sea by a terrific storm.

The Erie Canal has become the Barge Canal. The spelling of Pittsburgh has been officially settled with an "h." The Mesabi range below Lake Superior has been yielding its vast stores of iron. Dry farming has proven that the great plains are fertile.

The Andes have been crossed by a transcontinental railroad from the Argentine to Chile. We have built the Panama Canal and have come to know and understand the good and the bad of the climates and lands of the region. The Republics of China and of Portugal have been established. The interiors of Tibet in Asia and of western Brazil in South America have been explored; in the former case, revealing a vast mountain range hitherto unknown to civilized mankind.

Porto Rico, Hawaii, the Philippines and many small islands have passed from the sovereignty of Spain to our own hands; and Cuba has gone free. The Russo-Japanese war has been fought, by far the greatest war in extent of casualties and of results in a thousand years. Italy has acquired Tripoli. The Boer war has been fought. Terrific earthquakes have taken place at various points upon the earth; there have been volcanic eruptions. Three states, Oklahoma, New Mexico and Arizona, have been admitted into the Union.

The Balkan wars have changed the map of south central Europe. Norway has become independent of Sweden.

The theory of the origin of races has been revolutionized by the modern science of somatology.

The Aryan-Caucasian dogma is dead. The Indians are no longer mostly upon reservations.

The reindeer has become a great revenue producer in Alaska. The seal question has taken a new form. Wireless telegraphy has been invented and put to commercial use; and the automobile likewise. The aeroplane is hardly yet beyond the experimental stage, but no complete text of geography can properly omit mentioning it for military reasons at least.

Gold has become the single money standard of our part of the world. America is almost a free-trade country. Railroad maps of the west of our land are obsolete and, therefore, give false ideas. Cottonseed oil is worth on the market one-fourth of the entire product of the plant. We have located more soft coal in Colorado and Wyoming than in all the Appalachians.

The cabinet has ten members, not eight. The city of Washington has legally ceased to exist. Alaska has a territorial legislature.

The isotherms of temperature have been determined far more accurately, as have also the various rainfalls. Local climates have been isolated, and many generalizations are being abandoned. We must get the facts, not the general notions. No old geography tells the truth about the areas in which crops are raised or manufactures are produced. The cotton area has been extended. The wheat area vastly extended. The corn area has changed. Oats are vastly extended; tobacco and many other products likewise. The forest areas have changed, and shrunk. Ours is a new land in respect to fruits. The sheep ranges and farms have shifted.

Cotton manufacture, iron manufacture, woolen manufacture, all are far more widely extended. Petroleum has doubled its output. Zinc has grown important. In general, railroads have doubled in importance, while waterways have diminished.

Birmingham, Alabama, has grown wonderfully; Schenectady, New York; Buffalo has its power from Niagara Falls. The east coast of Florida has been peopled. The Indian Territory is no more. Prohibition rules in half the states. Senators are elected by the people. Twenty considerable cities have grown up in the western half of the country. Arizona has taken first rank in copper.

TEACH FACTS AS THEY NOW ARE

Such changes have taken place in Canada as make any old geography false in total effect because false in so many details.

And then statistics!

In 1890, we had 63,006,000 people!

New York had 1,515,301; and Brooklyn 806,343. The present city of New York has over twice as many inhabitants.

No geography written earlier than the spring of 1911 is fit to use in 1914 in American public schools. It needed at least so much of the census reports as had been published by that time. Imagine giving Seattle a population of 42,837! And Los Angeles 50,395! And Detroit 205,876!

The foregoing answers the negative of the ques-

tion—What shall be taught in geography? Certainly not falsehoods in effect.

School teachers should work with school boards and trustees in season and out of season until every obsolete geography is discarded, not exchanged out for the false information of other helpless boys and girls but burned up or sold for paper pulp.

This gets us along a good way, for it means using a modern text, one at least revised and printed subsequent to 1910. Text-book authors and publishers merit the support of all educators in this campaign to get up-to-date geographies into the hands of pupils.

GET FACTS INTO OBVIOUSLY TRUE RELATIONS

The second requirement is that we should teach facts in true and obvious associations with one another; and resist all temptations to drag in the extraneous, however interesting it may be in itself. This means revolution back to the better sense of the great text-book makers. Some of the juxtapositions in the present styles of geography are so forced as to be funny, but others are so strained as to be tormenting to adults and to children alike. Much of the alleged historical and geographical correlation falls under the second head. One cannot say that it is psychologically indefensible, but simply that it is not true and obvious and is, in consequence, hard to understand and to remember. Only a desire not to seem to attack any of these books prevents quotation here of instances of humor or of torture to support this statement. Every sensible person who has read some geographies (not one only) knows to what kinds of things reference is intended.

THE SPACE-ASSOCIATION

1. What are the natural associations? Obviously one is of space. It is natural to think of Boston and Cambridge; of Massachusetts and Rhode Island; of Cairo and the Suez Canal. When sticking resolutely to this natural association, a considerable number of other facts can be held together. No other association is quite so easy to the child. The teacher who gets together a lot of facts that concern places near one another is not likely to have an inattentive and quickly forgetful class of pupils so far as this lesson is concerned. Of course, it takes experience and judgment and knowledge of human nature to perceive what facts will go strongly with such a natural and obvious fact as that Yonkers is north of New York City. It hardly pays to ask pupils to notice that "Yonk" and "York" are much alike in sound and in spelling. That kind of association spoils the true geographic effect. Nevertheless, a teacher once stopped a geography lesson that was going along pretty well to correlate a blackboard writing lesson upon these two words. To such a pass has some advanced "pedagogical psychology" brought some teaching.

From this principle should develop regional and railroad, river and coast geography.

Places near and upon the same river should be presented together.

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Places near and upon the same railroad or coast likewise.

Regional geography ignores state lines as such and teaches places, as it were, in constellation.

THE QUALITY-ASSOCIATION

2. A second natural association is that of distinctive quality or characteristic. This does not mean "Georgia cotton," "Alabama cotton," etc. It means "Texas, the leading cotton state in our country"; "Holyoke, the paper-making city"; "California, the state with the great valley"; "London, capital of the British empire"; "Mount Everest, the highest mountain on earth"; "Rome, the Eternal City."

This is a fairly safe general truth that every town, city, state, nation, cape, island or other geographical item has at least one distinctive and characteristic fact connected with it. Hunt that, and teach it. That Oakland, California, is "a residence city" is not a distinctive fact. That Rochester, New York, is "a large city" is not a distinctive fact. That Oakland is upon the east side of San Francisco Bay, opposite the Golden Gate and across the bay from San Francisco, is a distinctive and characteristic fact. That Rochester has the falls of the Genesee River and a wonderful gorge in it is distinctive of the city.

RATIO-ASSOCIATION

3. It is a third law of association that we remember according to quantities. This has been almost totally ignored by most, though not all, geography makers. They have generally been skittish of all ratios. Yet ratio is a natural way of viewing the world. Who ever forgets that Rhode Island is the smallest state in the Union, and that Texas is the largest? An exact and small ratio is easy to remember. Connecticut is four times Rhode Island in area is a ratio especially easy to remember because they are states side by side.

In the north of Ohio was the western reserve territory of Connecticut, a distinctively characteristic fact; and Connecticut greatly influenced the development of Ohio. It happens that Ohio is a little over eight times the area of Connecticut. Such facts as these should not be taught too thickly together. Indeed, just as in spelling, one of our worst faults has been teaching too many words at a time, so in geography one of our worst has been teaching too many facts at a time. It is wholly bad psychology to go about hunting remote and large ratios. There is no use in trying to teach youth that Texas is nearly 212 times the size of Rhode Island; but as it happens to be almost exactly four times the size of all New England the fact may perhaps interest youth in Texas or in New England; scarcely elsewhere.

It certainly would not be profitable to require any grammar or high school commercial class to memorize the rank and population of even the first ten cities of the land. But that Cleveland and Baltimore were almost tied for sixth place in 1910 probably interests youth in those two cities.

EXAMPLE: NEW YORK CITY

To rural children, the populations and areas of

big cities are terrifying and incomprehensible facts. I have never yet seen any man who had not lived in New York who had any idea of it. Not a week goes by that I do not get letters from persons in small places asking me to see some friend in New York or to look up some stranger. It is as useless as it is ungracious to reply with any argument or setting forth of details. One person in nineteen in all our country lives in New York City; and the mayor of New York serves in a larger political capacity than the governors of any one of forty-five states, all save Illinois, Pennsylvania and New York state itself. Detroit is a fine and growing city; but it would take over ten Detroits to make one New York. It would take twenty Seattles, and fifty San Antonios.

But ratio may help the rural children a little. New York has an area of 326 square miles. It happens that in many of the long-settled states this is not far from the size of the average county. Many a rural teacher is safe in saying, "New York City is as large as all the county in which we live." Even on a fast subway express it takes an hour to go from uptown New York to the Battery, and then one is less than half way across the city. Citizens of New York are not neighbors like villagers. Millions live all their lives in New York and never see other millions. Most Illinoisians never see one another.

On the other hand, it is just as hard to get a child born and reared in New York to understand a village.

Consider one fact. All the people of Washington spread out over Vermont would not quite make the present population of that state. Reverse the situation. Were all the farmers and quarrymen, merchants and woodsmen of Vermont with their families, brought to the capital city, its houses and hotels would not be filled with any more people than live there in any January or February when congress is in session.

CAUSATIVE-ASSOCIATION

4. A fourth associational principle is that of cause and effect. Hot nights and day with fertile soil and spring and early summer rains or irrigation mean large corn crops. The soil for sugar beets must be loose and porous and the subsoil must be easily penetrated; gravel or sand preferred; clays barred. They need room and will go down for water. A sugar beet soil is not a good corn soil. Cotton needs the same weather as corn; it will grow upon any fairly decent soil; but it must have ample time to mature. In consequence it does not grow as far north as either corn or sugar beets.

The winters of the south hemisphere are colder than those of the north hemisphere; the cold is greater at the south pole than at the north; there is an Antarctic continent clad in ice a mile deep. Why? Latitude for latitude, the summers of the south hemisphere are warmer. The south pole has warmer "summers" than the north pole. Why? There is a lot of astronomy and climatology in the answer. Because in the winter of the south hemisphere the sun is three million miles farther

away than in the winter of the north hemisphere; and in the summer of the south hemisphere it is three million miles nearer than in the summer of the north hemisphere. The sun gives heat to the surface of the earth. For its least distance it averages thirty times as far away as this summer and winter difference. Once explained, a cause like this is not hard to remember but hard to forget. The snowfall is heavier at the south pole than at the north.

HUMAN INTEREST ASSOCIATION

5. If these four propositions seem true, and I hope that they commend themselves to thoughtful educators, most questions about geography are answered. One more proposition is likely to answer nearly all the rest. Is it worth while to teach this, that or some other thing? If of human interest, yes; if not, no. This is not to say of immediate interest to the pupils. Many a fact to which grammar grade pupils are cheerfully or stolidly indifferent is nevertheless of genuine human interest. The rainfall at Astoria, Oregon, is 90 inches a year; at New York City 45 inches; in central South Dakota 22 inches; in southern New Mexico 11 inches; in central Nevada 6 inches; in the Colorado desert, southern California, 3 inches. This line of facts has controlled vegetation and human settlement. It is of human interest that the poorly paid wage-earners of the east have made two cities famous by purchasing their vast production of cheap jewelry, Newark and Providence. It is of human interest that no deposits of minerals will ever be found in the lower Mississippi valley, which is the gift of the upper valley, a sedimentary flood-plain from Cairo, Illinois, southward.

There are doubtless other points to be regarded in teaching geography; but it would seem that these five are the true controlling principles.

(Other geography articles will follow.—Editor.)

Ward School No. 76, Brooklyn, burned down March 22. It was not fireproof. As the schools of New York City are not insured, it was a total loss.

The State of North Carolina is stirred up over the question as to whether or not an average of two per cent is too large a cost to be paid the county treasurers for handling the school funds. One county treasurer got four per cent. The average salary of white teachers in the state is \$163 for 95 days' teaching. This includes both men and women, and all the cities. The fee system of paying county treasurers is being displaced by a salary system, and these revelations are helping the work along.

The Fourth Ward School, of Muscatine, Iowa, has been condemned and is being torn down. This is a glorious example for the boards of education who have the fifty thousand other schoolhouses in America in their keeping that should also be torn down.

The four board members recently ousted from office by Mayor Harrison, of Chicago, have all been restored by court order, and the resignations placed in the Mayor's hands prior to appointment have been declared void. This certainly appeals to some of us as good sense, irrespective of the merits of the controversy over the superintendent.

Newton C. Dougherty, former superintendent of schools, of Peoria, Illinois, who served a prison term for corruption in office but was again out, has been indicted upon six charges for other practices not included in the

former sentence. This time he is charged with having forged school scrip in 1888, but asserts that he believed that it was his right and duty to issue the scrip.

Of 882,516 school children in Chicago, only 278,461 have native American fathers. 140,145 have fathers born in Germany, 97,977 have fathers from Poland. Then follow Russians, 68,912; Irish, 50,522; Bohemians, 46,411; Swedes, 44,673; Italians, 37,833; Austrians, 22,847; Norwegians, 15,284; English, 12,266; Canadians, both English and French, 10,680; Hungarians, 8,965; Lithuanians, 8,569; Hollanders, 8,518. Such statistics as these show the tremendous problem of educational statesmanship.

State High School Inspector George B. Aiton, of Minnesota says that superintendents should be employed from January to December, and not from September to August. It is an interesting suggestion.

The Chicago branch of the American Federation of Labor has appeared by representatives before the board of education to urge an increase of salaries for high school teachers at time and a half for overtime. Nothing like this ever occurred before in the history of American schools.

The long struggle of the grade teachers of the City of Cleveland to raise the minimum salary from \$500 to \$600 and other salaries correspondingly has developed into a bitter fight between the board with the superintendent upon one side and the teachers upon the other, which is unfortunate in its manners and in its effect upon the schools.

St. Cloud, Minnesota, gives school credit for painting houses, shingling roofs, making beds daily, raising garden vegetables, taking lessons in music, and all similar matters.

Over at Savannah, Georgia, two men high school teachers had a fight in a Y. M. C. A. building over their respective merits as teachers; and as a result one of them resigned. But why will men frequent the Y. M. C. A.?

The fashion of a regular school session of a high school in the evening to show parents and visitors exactly what school work is (not what it is like) is spreading all over the land. Canton, Illinois, held such a session recently when the county teachers' association was present as well as the parents. It was a happy combination.

All men who know American newspapers know the *Burlington Hawkeye*, Iowa. This is what it said editorially, March 10, 1914, about free textbooks and state printing:

"Ottumwa has voted for free textbooks in the schools and Oskaloosa has voted against free textbooks. It does not seem to make a very great difference after all. The people pay for the books just the same. If they do not have free textbooks, they pay for them out of their own pockets. If the textbooks are supposed to be free, the taxpayers pay for them when they call at the court house to pay their taxes. Perhaps the better way would be to have no free textbooks but to have a much smaller list of textbooks than are in use now, and perhaps to have cheaper textbooks. There was talk years ago of the state printing the schoolbooks to be used in the schools of the state. They could be furnished at cost and there ought to be quite a saving in this method."

State Commissioner F. L. Miller, of Ohio, has ruled that according to an act just passed a school head who teaches more than half of his time is not to have the title of superintendent.

A coördinate college for women in connection with the State University of Virginia has been defeated in the Legislature. How a university for men only can be a state institution in reality is too hard a problem for us to solve.

The average cost per capita for white pupils in Kansas City is \$33.96 a year; for colored pupils, \$41.54. It is fair, and it is, therefore, to be commended for emulation by all cities with negro schools. If there is to be any difference, let it be in favor of the more needy.

THE SOCIAL FUNCTION OF THE SCHOOL AND GETTING AT IT

JAMES M. GREENWOOD

I shall treat this subject under three types of mind for the sake of clearness and differentiation of educational engineering in a community

I. The Rushers and Can't Waits

Each pair of lungs of this class is now on a platform in person or by proxy, trying to get his opinions listened to on what public education, fits, misfits and unfits should undertake to do for those in school, and also for some seventy-five millions of people out of school. If each one of these would shut his mouth and not open it again until his contriving faculty had devised some scheme worth listening to, the country at large would be an immense gainer thereby. That would give time for a breathing spell and to cast about and determine what could actually be done that is worth doing. Those that have jobs and those that want to create jobs where the people have not yet seen fit to make higher calls for job-lot work are busy thinking out schemes how to carry the people on short notice to functioning in the schoolhouses where all kinds of public and private ventilators can air their deepest thoughts. Each of these has built his own little organic plan of the universe down to the smallest details, and he wants all others to fit into it without a jostle. The Americans have before them this whole terrible task to be disposed of in some fashion; so immense in itself, so swift and needful and impressive is the business that effective blows must be struck at once to prevent a collapse. We are told that the laws of the universe of which the schoolhouse as a social center is not an exact transcript need amendments immediately, and that something must be done to attract the applause of magazine writers and other purveyors of public intelligence. The question is: Shall we be ruled by wisdom and foresight, or by folly and hindsight? This is a sad and depressing predicament if true. Whether wisdom really dwells in the stump or postprandial oratory that has been so often heard in the land of recent years, or has waved herself into irretrievable functioning and must remain there, America is summoned to speak up and say "Yes" or "No." Nevertheless, it is somewhere dimly written that each son of Adam must make something or nothing of himself if he will, or else his function will cease functioning and his bile will be addled. But if he plays with ideas, it is only to shape them up into new puzzles for common functioning. It is the age of pulling things up by the roots to see them grow, or else they will not function in the social sphere or elsewhere.

Educationally, we have the rushing forward clatterclaps, furious and brainless, egotistic cure-all magicians, who want statues erected to their names in running water over quicksand, lest they die prematurely; but they will get their reward, these great men!—the John Laws—now encouraging all people to grin and keep their mental cogworks well

oiled and foot the bills in mighty functioning! Verily, a new epoch in modern civilization is hurled upon us, out of which we are vainly looking for a new order of stable intelligence to be developed and placed approvingly on the stage of human affairs. This is a bread of life theory on this whirling ball. It is affirmed that this educational mill has a hopper wide enough, high enough and big enough to take in all the grists, human and otherwise, that can be garnered under the plea of present necessity and just legislation. Their vocal explosions are volcanic, sulphuric, oily, insistent, acrobatic and otherwise; for which let us be thankful that the damage is no worse. I dare say many of them are brave men after their kind, made, it must be confessed, mostly out of shoddy brain-stuff of which there is much evidence. Logically, their theory of the socialized schoolhouse and the concomitants thereof leads to a brewing and an overflow of poisonous waters that will submerge the ideal, honest, spiritual life of the American nation.

There are yet some solid rules of living, thinking, acting found in some homes; some notions that our fathers and mothers cherished and that still pulsate in the blood of their descendants. The spiritual should originate the practical, and it is a sad commentary when the practical of a low condition externally dominates the internal soul action—even the body as well as the garment of the spiritual. Beautiful prize oxen, horses, hogs, dogs, et al., mental and moral degenerates—these are the ideals in that Utopia land we must bow down to and worship under this cult or that. The one who would cultivate his soul and think even on a secondary plane is reduced to the sad necessity of finding God in a cow barn, a swill-tub, a pigsty or a hen-coop—in a cheap novelty performance, or in a round of giddy pleasure that surfeits and passes away, leaving dross in character as the national sediment to be capitalized.

Even in a gouty moment, when the seer of Scotland took it into his head that if the swine and oxen would communicate on paper what they thought of the universe, that it might be very curious and instructive reading, and we have in our world sweep of things really taken to "pigsty science" and are trying to explain by it how all things literally hang together, and, worse still, we are putting humanity into the same retort.

It is an evidence of righteous living to affirm that honored age never had any shadow of a noble belief about the world, or could have engaged in any profitable activity connected with it prior to about 1914 A.D. But here we are in this murky atmosphere, something will perhaps emerge that people can cling to as a spar from a shipwrecked

vessel. It is to be hoped that these patent educational engineers will not have to answer to an avenging people, or to a Divine Providence, for their ignorant misdeeds in the realm of shadows! Where little is given, little will be required, is a most comforting doctrine.

Bound for a port that is infested with fierce and violent characters who will not do work of any kind is the human cargo that we are now getting ready to ship. There are the same number of educational systems for civic righteousness as there are propagators, according to the very latest edition of the Efficiency Social Arithmetic, issued by the knowing ones. But fortunately there can be no plan of unity among the inmates of a lunatic asylum and in some other institutions.

II. The Stand-Stillers

Our country is overstocked with great men, and we are on the outlook for more. The great mass of this nation live in an undisturbed routine, and are not conscious of any gigantic upheavals going on except in the cost of the necessities of life. Many of the reformers take their private opinions for great public movements. The "under-do-its" are never quite so ridiculous as the "over-do-its." They see clearly in a very circumscribed range what is actually occurring, and they stand firmly to the faith of "what has been." They are not altogether a bad element in a community. Their mission is to keep the Pegasus from slopping over when riding their hobby horses through the air at public expense. This social life that is flaunted to every breeze they fear is becoming over organized and getting top-heavy—a sort of wind-bag like, bobbing up and down and around in the air.

Too many organized functions for the healthy stability of even small communities and the needless multiplication of entertainments, amusements, compulsory attendance at functions that deplete pocket-books, bankrupt morals, paralyze intellectual activity, and turn life into a whirligig of silly pleasure are the specters that "the stand-stillers" view with horror. All these amusements when sifted down to the bottom reveal a promoter whose patriotic ambition is to procure money for some cause in which he is deeply interested. He sugarcoats it as a benevolent enterprise for the amusement, enlightenment, moral and social betterment of tired, over-worked and careworn members of the community. The organization needing assistance may be worthy, but the public is taxed to support it, and this is the easiest way of raising the revenue. This latter view is putting it on the highest plane, but a large majority of these organizations have a purely selfish basis. It is to satisfy a high-pitched ambition to do something on a grand scale, at the expense of others' pocketbooks, to which the people are invited to contribute lavishly to a Barmecide feast.

The "stand-stillers" see that the patient "public-ox" is being taxed enormously for what is most frequently poor stuff in any market. Besides it is a heavy and constant drain on the slender resources of those who can ill afford it, and oftentimes interferes with their regular work to such an extent as

to create financial embarrassment of a serious nature. The entertainments are projected too often upon the theory of competition with the five-and-ten-cent "moving picture shows." It is the indiscriminate use of schoolhouses for regular "show-business" that the "stand-stillers" object to. They do not object to teachers' and parents' meetings, debates, declamatory contests, spelling matches, and such like public gatherings at the schoolhouses as have always been in vogue in this country since the schoolhouse was first built at the cross roads in the unorganized school district. They favor discussions of big subjects, but object to sticking picture diagrams on sex-hygiene on every blackboard. The "stand-stillers" look at flashy movements in a distrustful way, because they fail to see any strong indication of the development of either substantial mental or moral habits that will make national fiber. To them it is a spineless and nerveless business that ends in the human scrap-heap, showing no efforts of how to trim either thought or action for definite plans of life.

III. Both-Way Lookers

There is perhaps no other nation on the earth whose level of general intelligence is higher than in our own country, but the most superficial investigation in the most enlightened communities will convince any patient observer that many gross and absurd notions respecting many common but important subjects connected with human welfare and intellectual and moral advancement, are prevalent and are not understood except by very few persons.

It would be an interesting investigation if a competent commission in each center of population in this country would undertake to determine what per cent. of the population is really enlightened and who prosecute rational pursuits for their own sake and from a pure love of knowledge, independent of that specific information requisite for practising a vocation. After making all legitimate deductions from the mass in the aggregate, the great problem is that of the general diffusion of useful knowledge among all classes of people. The higher and humanitarian view then is, that the intellectual and moral faculties of man should be directed to the pursuit of objects worthy of the dignity of an enlightened manhood. Here is the great field for uplifting each community.

A general uplift can be effected only through a conviction of the importance of a better understanding of common and higher things. When these notions are deeply impressed on the minds of the most intelligent and influential class of citizens in a community and move to action, then something valuable can be accomplished.

Such a diffusion of knowledge by the masses would dissipate many crude notions concerning common things, would foster health and prevent accidents, would prepare man for making proper and correct observations on the facts of the various sciences, in placing enjoyments on a high level, would inculcate a tendency to promote the comfort of society, would give enlarged views of the beautiful in art, literature, music, the drama and architecture; the general utility of knowledge in relation

to man's moral, physical and intellectual endowments, and a proper estimate of human life and its possibilities and problems. In addition to all these advantages, the way would be opened for gathering and organizing information on all the larger world problems now occupying the attention of the most thoughtful and benevolent members of the human race in all quarters of the globe.

Except in rare cases, the evening work at the schools, should be serious work for grown people, and not for the children in attendance at the day schools, who seek enlightenment and entertainment rather than amusement in picture shows and vaudeville performances of a low quality. Those who go to such places are among the better informed and cultured people. Lectures on travel, in various departments of science, literature, manufacturing, industries, transportation and other problems, properly illustrated, are the most beneficial to thoughtful people. Persons who can tell of journeys and experiences in foreign countries, or those who are making, or have made, new contributions to any department of knowledge, are listened to with profound respect. Lectures for the promotion and the advancement and diffusion of knowledge are always most heartily welcomed.

IV. Story Intellects

There are one-story intellects, two-story intellects, and three-story intellects with skylights. In the writer's judgment, the plan that has been in operation in New York City for a quarter of a century, projected for the instruction and edification of men and women and young persons not attending the day schools, is based on rational lines of high knowledge of a far-reaching character. In planning these meetings, the manager assumed that men and women are interested in getting larger views of matters in general and of taking more comprehensive surveys of the vast fields of nature's work; of inventions and discoveries in the interest of the industries, the highest and best products of human institutions, the mixed and the higher sciences, art, literature, laws and forms of governmental methods

of different nations, the transaction of business affairs, the manners and customs of different peoples, and how communication is conducted between individuals and nations. The writer pleads for these refining qualities in thought and ethics that comport with the elevated ideals that our best men and women reverence. The social function of the school lies in these upper stories of thought and conduct with skylight opening above.

The demagogue in all ages and in all countries has been a pestiferous trouble-maker, because of his interference in matters that he did not understand or he failed to comprehend. Let great floods of light flow in on educational methods. The nation's children, yea, the nation itself, is involved in the issue. No parent would willingly, intellectually and morally pauperize his child. To avoid plunging the children into mental and moral anarchy, is the real issue at stake. This is the dreadful story that history records. Let us not repeat it! Sober-minded men and women in educational work should face the issue squarely and look at it straight.

V. The Worker that the World Likes

The orderly worker possesses an orderly mind. He is capable of planning ahead. He has acquired the qualities of neatness and system. Schools can only be safely and sanely administered through a vigorous, resourceful, clear-visioned intelligence that knows the best and the right, and has the courage to stand for these things that are fundamental in life. The teacher who knows how to get a high cultural and specific value out of each exact science, is a great teacher, but rare is the teacher who can drag knowledge from the realms of space and cause his pupils to pursue it with a zeal that never falters. There are rock foundations in education that are eternal. Shall we stand by these higher aims of life? Shall calm judgment give place to noise and clatter? Shall the Boards of Education conduct the Socialized Function of the Schools, or shall this work be handed over and farmed out to the Promoters of the John Law type?

THE GOVERNMENT PUBLICATION OF SCHOOL BOOKS—II

WILLIAM ESTABROOK CHANCELLOR

The Issue is Here and Now

With California publishing state school books and Kansas just entering upon such publication, with Chicago making a speller of which the first edition is to be 175,000 copies, with New Orleans moving fast in the same direction, with the national government and many states and cities already publishing syllabuses of courses, pamphlets of methods, volumes on entertainments, holidays, agriculture, schoolhouses and birds, and with bills in a dozen state legislatures to establish state printing plants and resolutions in as many city boards and county commissions, the question as to what attitude every educator should take is immediate and practical. It is an issue between state socialism in four forms—nation, state, county and city—and private property. Merely calling government printing "state

socialism" frightens no sensible man or woman in these times; but it stirs every intelligent man and woman to close thinking. The issue is being raised; and educators cannot avoid it.

There is not a school superintendent in America who can safely predict that not within a twelve-month will the question arise in his state or county or city. The United States bureau of education may any day find a bill in Congress directing it to prepare some textbook for all the nation. Such a bill is not likely to pass; but for how many or for how few years the bureau is to be free from such a duty no man foreknows. The Chicago speller was compiled in short order by the city superintendent who indeed had many other things to do. A similar task may soon come to the United States commissioner of education.

The Element of Editorship

It is part and parcel of the purpose in all plans for government printing that the author or authors of each and every proposed book shall submit the manuscripts to committees or commissions for approval or rejection. In most cases, the successful author "wins," in the language of these advocates of government printing, a cash sum; in a few cases, he is to receive a royalty.

I believe that here and nowhere else is the one critical point where state printing will fail. There are many other objections to such printing. This is the moving cause why it cannot long endure even if it succeeds for a time widely in the land.

Selecting the best of good manuscripts means two things—first, knowing it when it comes along; and, second, persuading competent men to write good manuscript. It is just a problem of human nature that state printing does not solve.

The personnel of these committees and commissions may be, from many points of view, admirable. It is conceivable that some city or state might select a textbook commission, consisting of five men and six women, every one of whom is a university doctor of philosophy, has taught ten years, is the wise parent of at least two children, has traveled and seen the world, yet never befuddles his wits (or hers) with alcohol, tobacco or drugs; believes in Christianity, in democracy and in the welfare of humanity; works hard and thinks long. It sounds like an ideal committee on textbooks. But as I run over in my mind the best judges of manuscript whom I have known and the best books that I have yet seen from the edited presses of textbook publishers of America and of Europe; I confess that I feel perfectly sure that this ideal commission would not know the best of several good manuscripts, or even a good manuscript at all, if they secured one such. Resorting to the language of the old psychology, I might say that these Christian ladies and gentlemen would certainly lack "the critical faculty." As a matter of psychophysiology, I do not know what this is. All that I do know is that our man of critical capability (I say a man, for women are seldom slow, cold and mean enough to be competent critics) sidetracks his emotions and "reactions," and proceeds to put everything that he knows alongside of the manuscript and to think about it and then to think some more. A competent critic would refuse to print the book of his dearest friend if he thought he could get a better book from any one else, and would eagerly print that of his worst enemy if it was the best book available. He is no respecter of persons.

These editors of book houses are themselves the outcome of severe competition. Ten years of bad editing would ruin any publishing house in America; and five years of great editing would put almost any house of good business methods in the millionaire class. Editing books, selecting manuscripts and sounding out book writers are matters never entrusted definitely to any one individual anyway or to any committee in a publishing house. Of course, there is a final decision; but, after all, it is usually an almost unanimous one made by a

considerable number of persons including those whose own dollars must go into the plates of the books.

With such a process of selection compare that of the textbook commission. What life experiences have trained its members to know a good manuscript when they see it? Their money is not going into the book. Whether it wins or loses will not concern either their own reputations or the patrimony of their children. They are not making a life business of book selection.

Government Printing Would End a Specialty

There is still another feature of the affair. It is inconceivable that a politician should interfere with the selection of a book manuscript in the hands of a private concern either to keep it from publication or to force its publication; and it is inconceivable that politicians would not interfere with the selection of book manuscripts in the hands of a textbook commission. What can such a commission do when its own makers press the claims of would be authors?

The Element of Authorship

Authors write from several causes. One is that they desire their names upon the title-pages of cloth-bound books: vanity. A man may write one or possibly two books from vanity; but he will never write a third from vanity. That is an insufficient motive for a lifework. Another is to express some message. The man feels that he has something important to say. He has a mission to reform something or other or to clear up ignorance upon some matter. This motive at its best is philanthropy; at its worst, fanaticism. This man may be able to write one good book. A third motive is to get money. It is the common motive—business. Authors whose books sell have no difficulty to find publishers. This motive is sufficient to keep a man writing all his life. A fourth motive is the pure artistry of writing. Some men are born writers. They like to take ideas and formulate them. They see knowledge in the terms of bound books. They will write book manuscripts whether they get all their manuscripts published or not. These four—vanity, a message, business and artistry—are the sole causes why men and women write books.

State publication cannot develop life workers at book making. It makes its appeal to those who are vain and to those who are enthusiastic. It makes no appeal either to the man who writes for livelihood or to the man who writes for his art, the most difficult art in life, more difficult than violin playing or oratory.

In private publication, which appeals to men with any of these four motives, the author, if successful, is assured of a revenue producing property, and he is assured of a book format worthy of the best of material. It will be many and many and many a year before state or city printing plants will equal in quality the product of the presses of the great publishing houses. What motive have their managers to hunt for the finest photographs? To seek the clearest types? To clean the text to the last comma? To use just the right paper? To get a

those of the suitable binding? Beyond a decent respect for the readers of the books, they have no motive.

I have known a single illustration, amazingly apt, to sell a hundred thousand books. This work was in press three years in order that it might be made right; and it was. The apt illustration was part of a notably good book.

Present Textbook Controversies Compared With Future

In our last issue, a correspondent whom we greatly value said that government printing would relieve school superintendents of a lot of terrible trouble. It looks like an exchange of one kind of trouble for another. Trouble is life. The more trouble the more life. Boeotian ease appeals only to bucolic minds; not to the men of Plutarch's kind, who said of himself, a Boeotian, "I have voyaged to many cities." "Of all of which I was a part," declared Æneas. Pressure upon school superintendents by rival houses to get their books adopted is a real trouble. But it is a lesser trouble than that of being tied up to a poor government-printed book from which there is no escape. It is also a lesser trouble than having in one's own corps a subordinate who is getting perhaps as large a book royalty from the government printing as the superintendent's salary and who perhaps can say: "On the subject of science grammar, please remember I am the authority for some of the state." It is bad enough to have former school superintendents in one's corps of teachers, but to have the state author of history or of geography there, with all the prestige and income attendant, would be far worse. Power gravitates to fame and money.

It is true that there are "skeletons upon the back trail" of the book business. There are suicides that have been credited to different causes for the sake of family and of the public mind. This is true of all American, indeed all modern, business. It represents, however, a failure of true religion rather than of politics or of business. It is true that school-book agents make and unmake reputations at their pleasure; but this is true of all one's neighbors. It is the nature of life. Most men are dissatisfied with their reputations. This helps them to improve, both in conduct and in character. But government printing will simply substitute for bookmen as critics with praise and blame the managers, the employees, and the authors of the government plants. So long as men live upon earth, tongues will wag. Valets will see only one side of their masters' natures. There are many bookmen really far abler and far better men than most of the school superintendents in their territory. There's many a bookman so kind and charitable that his life is spent concealing secrets and defending out of sheer kindness persons who deserve otherwise from him.

Perfect Inbreeding

The notion that all textbooks should be of local authorship usually goes along with the notion that all teachers should be local. Imagine the system completely developed, viz.:

1. All schoolhouses planned by local architects and built by local contractors.

2. All teachers born in the city and educated in local schools and normal schools.

3. All supervisors promoted from the local staff.

4. All courses of study drawn by local persons.

5. All books written by local persons and printed in local printing shops.

Would not this be a perfect inbreeding? Yet I have heard exactly this plan advocated by one board member in a large city. Newspaper articles are appearing every week favoring it. Case-hardening of the mind against new ideas can go no further.

Better all the pains of controversy with the stranger than the shriveled mind of the inbred.

The Detached View

It is gravely argued that only the native-born appreciate the good qualities of the habitat and of the inhabitants. The two great books upon America were written by de Tocqueville and by Bryce. The greatest book upon England was written by the president of Harvard. Intimate revelations seldom equal sincere observations. It takes a man who never saw the place before to get the natives to see this black-mirroring pool with the moss-green feet of the mighty trees in it, or that panel of river, field and sky between the hills. It took Kipling to see and feel India. Detachment is almost essential to vision.

Of course, the provincial likes his provincialisms. He objects to being corrected in some parts of New England for saying "Amerikur" and in some parts of the lower Appalachians "alltwo both of yez." But at present at least the spirit of nationalism is far stronger than that of devolution, parochialism, decentralization, localism; and we are Americans before we are Virginians or Chicagoese, Maine Yankees or Texans. The great textbook houses are not in truth and justice open to the criticism of bias. It may indeed be that when the South develops a book trade of importance, Richmond or Atlanta, Memphis, New Orleans or San Antonio will become the center of the operations of some great publishing house. But the charge that American school books now are Bostonian or New Yorker or Chicagoan in spirit and in substance is far from the truth.

The Question of Economy

The feeling that it does not make much difference whether privately printed books are more or less costly than government printed books is not one that will stand well under criticism. Extravagance is immoral. If it can be proved that government printing means a better book for the same money, let us have the proof, which would be the first real argument for such printing. It is a matter of indifference whether the government—national, state, county or city—can give the pupils in school as good a book for less money. Our need is better books; always better and better books.

Is there among the educators or authors of our land a single genius at textbook-making who would write for the government printery but who will not write for private publishers?

The Diminishing World

Smaller and smaller becomes the world. The mail is less than five days now from Boston to San Francisco. The telegraph has annihilated distance.

Every newspaper is cosmopolitan. Within ten years we shall be flying safely from New York to Los Angeles in two nights and a day at a fare of twenty-five dollars. The mountains are being laid low before our feet.

There is no time to erect walls about our cities and to say to textbook authors from elsewhere, "You are to us aliens and strangers." This is no time to erect posts at the state lines and to set sentinels there to say to textbook publishers from elsewhere, "This soil is sacredly reserved to natives."

I believe that some of the provisions in these bills are unconstitutional and that they would be so declared by the Federal Supreme Court. In particular, suppose that New York state should undertake to require every city to spend its book money only for the product of a government plant and to limit the adoption of manuscripts to New York educators, and that Troy or Buffalo should spend its money for books printed in Richmond, Virginia. Upon final appeal, would action lie against the Troy or Buffalo schools for misappropriating funds? I think not. The citizens of states are equal in all states.

A FINAL FORECAST OF POSSIBILITIES

Just at present, men who cannot get their books printed by the private publishers, school superintendents in trouble over book adoptions, local printers, labor leaders and building contractors are working for government plants. It is altogether likely that in some more states and in a considerable number of cities the experiments will be tried.

THE SNEDDEN-BAGLEY DISCUSSION

Those who remember some of the great debates of the past in the Department of Superintendence were not so much affected by the Snedden-Bagley debate as were the others, and this not from any feeling that the debaters were not equally worthy of our respect but from several opinions as to the real merit of the theme under discussion as compared with those discussed by the great men of times past.

At the beginning, it is necessary to understand that there never can be any real debate over a fact. The theme discussed by these two men is essentially one as to the fact. Unhappily, neither disputant had the training in economics or the experience in life with the resultant common sense to state the fact with precision, though Doctor Bagley came much closer to it than did Doctor Snedden, who had the disadvantage of leading off. The Massachusetts commissioner asserted that humanity may be divided into the two classes, the producers and the consumers. They may indeed be so divided upon speculative metaphysical grounds. In reality, asserted Doctor Bagley, every one is both a producer and a consumer. This also is an error. Some persons never are economic producers. All without exception are constantly consumers. Some persons are producers at some period or periods, but not at others. The error of these men in failing to perceive and express the function of the leisure class, the function of the children, that of the aged, that of soldiers most of the time, that of the privileged non-competitive rich, went right to the heart of the mat-

It is desirable to prove all things and then to hold fast that which is good. But assume that forty states and forty out of the fifty ranking cities have all undertaken government printing, and that progressive publishers have been starved out in the rest of the states and cities. It is easy enough now for the man who wishes to make a speller for sale to some state with a government plant to collate the various spellers of the various private concerns. Or he can make a geography in that way. But he is living in truth without right upon the money and brains of men endeavoring in honorable business to forward the interests of school children by making better books for them. These private authors and publishers ransack the world for the best for our schools. Government printers and authors cannot do that. Government printers will be political appointees upon salary and contract. Government authors will be teaching on salaries and giving only their spare hours to book-making. The great capital funds that make splendid geographies and long mathematical series possible now will be nonexistent. The ambitious author for the government plant would be hard put then to find materials; he would become a mere copyist of government authors in other states.

Every state and every city proposing to go this route would do well to pause and consider.

Personally, however, I hope that several cities will try the matter out. It is, of course, possible that the plan may work successfully. Almost anything is possible.

ter, around which they pursued one another, yet never striking within.

There was another deficiency in the debate. There was a serious mistake in assigning proper relative values. At some time or other, so think all true democrats, every youth should be taught some useful vocation. The question is, "When in his education?" Doctor Snedden completely ignored the high ethical and political aspect of this question. It is all-important, this time, when the liberal education shall at least in part be reduced in its time-element so that industrial courses may be pursued. Democracy knows but one right answer, "When it is really best in full consideration of the native talents of the youth." His economic status should have nothing to do with it. All the ardent vocationalists might as well face the fact to-day as to-morrow that democratic sentiment in America will never tolerate dooming a youth to some vocation by starting him in it before he has the power to decide. This, however, is a trivial item in comparison with the fact that modern psychology by no means has reached the stage where any psychologist can look into the individual youth, and say, "Nature has written in you, 'Thus far shalt thou go, and no further!'"

It may, and indeed with certainty of the prediction's being fulfilled will, be promptly retorted that democracy tolerates letting the child quit school at fourteen in some states or at sixteen or even eighteen in others, and then drop into whatever vacancy

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he may find. In other words, democracy tolerates laissez faire. What democracy will never tolerate will be dividing the boys and girls into two classes, those privileged to go into high school and college, and those doomed in some grammar grade to be fitted for one or another economic rôle.

From this stage of the debate on, despite the enthusiastic advocacy and admirable exposition of Doctor Snedden, his opponent clearly overmatched him on the real merits of the half-met issue. The Massachusetts educator had the weak side of the argument, which he stated well enough to expose its weakness. Doctor Bagley had the strong side of the argument, and stated it solidly.

It is a striking feature of the discussion that nearly all who have described it use such terms of the debaters as "gladiators" and "warriors." The audience rather favored the liberal as against the practical view of the issue, which was a handicap to Doctor Snedden. Even so, however, it would have been far better if the speakers and the audience had approached the subject with less emotion and with more critical intelligence. It will be discussed yet again, perhaps by these two men, in a different spirit. This is no contest to discover the winner of a game or battle. It concerns the life of the nation at a life-critical point.

Perhaps some day some man will come along who will show us how to save the free public school as a common school offering to all equal opportunities, and yet in some automatic way allowing the youth one by one to determine in accordance with their own natures into what lines they shall go. Some day, let it be said, for the day is not near. Our own economic life is too transitional and experimental, too terrible for the weak and luckless, too enriching and too aggrandizing for the strong and lucky to afford any right guidance yet to educators in their control and direction of youth. We are all seeing through a glass darkly, though occasionally a little light comes.

Averages in Illinois

The average wage of school teachers in Illinois is \$662.07 a year, according to statistics compiled by State Superintendent of Instruction Francis G. Blair. The average pay of the 5,600 male teachers in the state is \$772.07 a year and that of 24,950 women teachers \$643.70 a year.

332 women and 74 men receive less than \$200 a year.

Periods served in teaching by the 30,565 teachers in the state are as follows:

One year, 10,958; two years, 5,104; three years, 2,658; four years, 1,553; five years, 1,164; six years, 923; seven years, 751; eight years, 675; nine years, 665; ten years, 565; eleven years, 324; twelve years, 365; thirteen years, 380; fourteen years, 362; fifteen years, 441; sixteen years, 341; seventeen years, 321; eighteen years, 374; nineteen years, 361; twenty years or over, 2,389.

These figures show that the average teacher serves slightly less than three years. 11,000 schools have beginners of less than a year's experience. Teaching is still but a temporary occupation for most persons.

Ranges of Salaries

Salaries ranging from \$500 to \$599 are paid to 2,831 teachers, men and women both; from \$600 to \$699 to 2,303 teachers; \$700 to \$799 to 1,529; \$800 to \$899 to 1,380; \$900 to \$999 to 1,145; \$1,000 to \$1,099 to 1,076; \$1,100 to \$1,199 to 1,854; \$1,200 to \$1,299 to 1,561; \$1,300 to \$1,399 to 335; \$1,400 to \$1,499 to 219; \$1,500 to \$1,599 to 321; \$1,600 to \$1,699 to 151; \$1,700 to \$1,799 to 90;

\$1,800 to \$1,899 to 142; \$1,900 to \$1,999 to 42; \$2,000 to \$2,499 to 280; \$2,500 to \$2,999 to 123; \$3,000 and over to 172.

These figures show that one who in Illinois is asked to guess what a teacher gets is safe in replying, "Oh, I suppose two and a half or three dollars every day she (or he) works."

"Truth With the Bark On"

Says the Jacksonville *Times-Union*: "In Florida new school buildings are being erected and the communities that build them take great pride in them. We are not sure that they should not rather be ashamed of them.

Does a new and fine school building truly show that a community takes great interest in education? Rather it may show that it takes great interest in a pretense at education. A costly school building occupied by thirty or thirty-five-dollar-a-month teachers is a sham, though it looks well in a picture.

"We regret to see Florida so much more interested in splurging educationally than in advancing educationally. A negro cook gets from \$13 to \$20 per month and her board. There are more white teachers in Florida who don't get \$20 per month above their board than there are who do. There are many who do not get \$13 per month above their board. But quite a number teach in \$50,000 schoolhouses, and the janitor who makes the fires and sweeps the floors receives better pay than many of the teachers.

"In educational matters, the state of Florida is either dishonest or wasteful. If the teachers who get from \$30 to \$35 per month are worth more, it is dishonest not to pay them more. If they are not worth more, they are not worth anything. It is folly to waste the time of children on a teacher not worth more than \$30 or \$35 per month.

"A fine schoolhouse would be a credit to any community if it were built out of a surplus of funds after enough good teachers had been employed at reasonable salaries. Where this is not true the buildings are at the expense of the teaching, for the money spent on them might be used to get more or better teachers."

This is truth with the bark on. We do not quote it to discredit Florida. If we had the despicable instinct to wish to do this, our own glass house would be a warning.

School funds ought to be employed first of all in paying teachers. New buildings should be provided for only after teachers have been paid, or out of other funds.

So speaks the Knoxville *Sentinel*. And the paragraphs it quotes, as well as its own paragraphs, should be read by all intelligent citizens.

In the Maryland State penitentiary now, all those confined are taught in regular school lessons and courses, and wonderful improvement is being shown by many. Oh, Lord, how long will the old enslave the young; the strong the weak; the wise, so-called, the ignorant, shutting them up in steel cells like beasts; and all of us call it necessary punishment. Now and then, such punishment is necessary, but it will go down and out as corporal punishment has left the State of New Jersey, the City of New York, and the schools of many another locality.

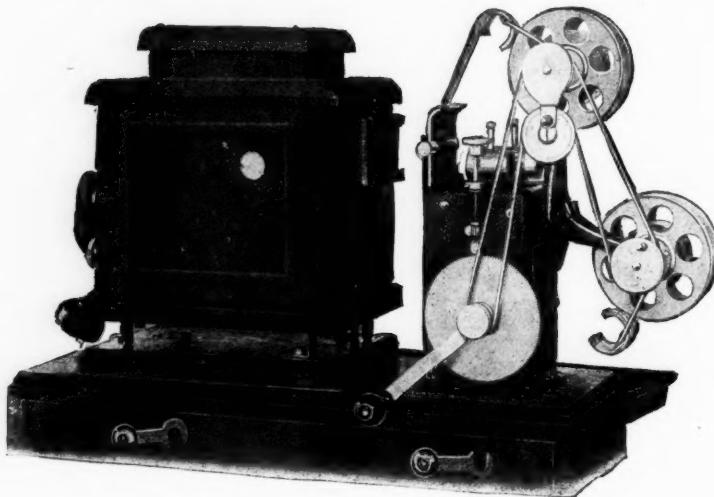
In New Orleans a plan of rating school principals has been recommended as follows, *viz*: There shall be a semi-annual faculty meeting at which each teacher shall record anonymously his or her opinion of the principal using the words, excellent, good, satisfactory, or inefficient. Principals whose teachers vote them to be inefficient are to appear before a committee to consist of the three superintendents, three principals not under attack, and three teachers chosen from the entire corps, who shall then report to the board of education. It is doubtful whether this plan will be adopted by the board, but it has many strong supporters.

"Set for the regeneration of the pure-bred Anglo-Saxons of North Carolina," is what the farsighted are all saying of the new Cullowhee State Normal School. It is a watchword of inspiration.

EDISON MOVING-PICTURE

VISUALIZE your teaching in the classroom. Geography, history, civics, industrial and other studies are made fascinating to the student when presented in a vivid manner through the moving-picture. The very qualities of mind you seek in your pupils are aroused by the moving picture, and instruction becomes a pleasure to both pupil and teacher. *"What the eye sees the mind retains."* You readily admit this. The only question in your mind is "How is it practical in the classroom?" The complete answer is found in the

EDISON HOME KINETOSCOPE



—a moving-picture machine specially constructed for the school and the home. *It's not a toy; it's more than a stereopticon (although it can also be used that way).* It is *A HIGHLY PERFECTED MOVING-PICTURE FILM MACHINE.*

SIMPLE, SAFE AND THOROUGHLY PRACTICAL

It requires no expert to operate it; there is no danger from fire, as the *films are non-inflammable*; there is no complicated mechanism to get out of order. One of your older pupils could easily learn to run it. The list of educational subjects available is large and up to date. They are made expressly for school purposes, and are varied, unique and authentic. Moreover the cost is insignificant, as the films can be rented for a small fee and returned, thus giving the enterprising teacher a wide scope with little outlay once the machine is acquired. One machine will answer for a whole school, if the various teachers will arrange to operate it at different periods. The plan is so feasible from every point of view that a progressive school cannot afford to ignore it. An inquiry will bring full particulars.

IN CLASSROOM WORK

Progressive educators throughout the country are adopting Mr. Edison's special school motion picture machine as a medium for visual instruction in the schools. We are pleased to reprint a number of their comments for your consideration.

Heartily Recommended as an Educational Factor

I take great pleasure in recommending your little Home Kinetoscope, and especially for educational purposes. I have now had my machine for over a year, and have no trouble at all with it. I wish you the greatest success.—EDWARD G. SPARROW, *Saint Mark's School, Southboro, Mass.*

Using It with Much Success

We purchased last spring one of your Kinetoscopes for the Home, and are using it with much success with our younger boys and for educational purposes in the High School.—JOSEPH M. JAMESON, *Vice-President, Girard College, Philadelphia, Pa.*

Happy to Possess a Kinetoscope

We have been using an Edison Home Kinetoscope for about a year and have had very successful results within the limits of our ability to make use of the instrument. We find that all our pupils are interested in the good subjects that we have shown. The younger pupils of other schools have been given some opportunities to see our films and they have thoroughly enjoyed the privilege. We are happy to possess a Kinetoscope.—JOSEPH G. E. SMEDLEY, *Principal of the Chester High School, Chester, Pa.*

"Moving Pictures Belong in Every Public School"

Although we have had the Home Kinetoscope but a short time, I am pleased to say that I believe it is all that Mr. Edison claims it to be. It produces pictures the equal of the larger machines, excepting as to size. It is easy to operate and thus far has in no sense been a disappointment but on the other hand has given satisfaction beyond our expectations. Schools possessing large machines ought to have this machine as well as it permits of use in other than regular assembly halls, where the large machines must be placed. Its lightness and simplicity make it an ideal portable machine. All that might be said of the educational value of moving pictures when thought of in connection with the larger moving picture machines and their work can be said of this machine. There is no question but what educationally there is no limit to the use to which this machine may be put for moving picture purposes. I thoroughly believe that moving pictures belong in every public school and that the teachers' and pupils' interest in their work, their understanding of the subject studied will be greatly enhanced by their use. I

heartily recommend the Home Kinetoscope.—E. A. FREEMAN, *Principal, School District No. 1, Grand Rapids, Minn.*

Stimulates Interest in Geography, History and Current Events

I am pleased to say that we have used your Home Kinetoscope in our schools for more than a year and are delighted with it. We find the machine to be simple and workable. The pictures are very valuable from an educational standpoint, as they supply a large amount of illustrative material for all grades, including the high school. Your system of exchange is admirable.

The use of the films and slides makes it possible to bring the whole world in review and to show places of interest, natural scenery, and the great industries in a way that falls little short of actual observation. They are splendid means for stimulating the interest in history, geography and current events, and give good opportunities for improving oral expression in the work in language.

Aside from the direct use of the Kinetoscope in the classroom, it can also be made a great aid in the development of the social center interest in the school, among the people of the community, by means of illustrated talks, moving pictures, etc.—A. M. NICHELSON, *Superintendent Elmhurst Public Schools, Elmhurst, Ill.*

Has Proved of Inestimable Value as a Means of Instruction

I have used the Edison Home Kinetoscope in our school work since February, 1913. The Kinetoscope has proved of inestimable value as a means of instruction. It has increased the pupils' interest in current topics, has made historical events real to them, and has given them an incentive to follow independent lines of study and investigation which have broadened their horizon materially.

I heartily recommend the Kinetoscope to educators.—EDGAR W. BURCHFIELD, *A. B., Principal of the Lewistown School, Lewistown, Pa.*

"Most Valuable Aid in Educational Work"

From the little experience I have had in the use of the Home Kinetoscope in the schoolroom, I am convinced that it is the most valuable aid in educational work that has fallen into the hands of the teacher.

It proves to be a powerful stimulant in every portion of the daily program. Even the athletics out on the play-

grounds are receiving their portion of the blessing.

After the travel film, the geography lesson is read (I need not say say studied) with intense interest. The language lesson has been given an impetus and the composition has more life and length. The history lesson becomes current events, with the pupils as participants.

No greater benediction can fall upon Mr. Edison in his closing years than the gratitude of the millions of school children for his aid in helping to convert (what seems to them) the drudgery of the schoolroom into real joy and delight. I have had no difficulty in finding Eighth grade boys and girls in any school thoroughly capable of manipulating the machine and they often learn to do so more quickly than their teacher.—H. V. KEPNER, *Principal Evening High School, Denver, Colo.*

Concentrates Thought on Studies—Every School Should Own One of These Machines

We have been using in our school for nearly a session your Home Kinetoscope, and can say that we are more than pleased with the results. It gives our pupils a better explanation of the subject shown and at the same time causes them to give more thought to the subject, which to my mind is one of the greatest benefits, as it is so hard in other ways to get children to think for themselves.

With a hearty approval, and wishing that the machine could be placed in every school, etc.—THOMAS A. RUSSELL, *Principal of the Phoebe Graded School, Phoebe, Virginia.*

Simple to Operate in Classroom or School Hall

I have had an Edison Home Kinetoscope for over a year, purchased from the proceeds of a school entertainment. It has proven itself to be one of the best devices for teaching several of the school subjects through the fine educational films already issued. Nothing better was ever devised to supplement the literature, language, history and geography lessons for each of which many suitable films are listed. The ease with which the machine may be used in a classroom or school hall equipped with electricity is one of its most commendable features.

The inventor of the machine is entitled to the praise of educators for the product of his wonderful mind, and the manufacturing company deserves much commendation for their splendid spirit of co-operation with schoolmen.—DENNIS E. CALLAHAN, *Tarbox School, Boston, Mass.*

Pictures Sharp, Clear and Steady

Address the School Motion Picture Dept. for full descriptive illustrated literature. Sent free on request.

THOMAS A. EDISON, Inc.

Orange, N. J.

A BROADER FIELD FOR THE HOME AND SCHOOL ASSOCIATION

The Home and School or Parent-Teachers Association is a significant recent product of changing educational conditions. It stands as the connecting link between home and school. Commonly, such associations confine their activities to matters of immediate and practical concern to the particular schools with which they are associated. This is doubtless their primary function. That they may have a broader field is shown by the following report of a committee on "Relations between Grade Schools and High Schools" of the Home and School Association of the Eastern High School of Washington, D. C.¹ The committee, consisting of three teachers and three laymen, began work in 1911, submitted a preliminary report in 1912 and the final report in October, 1913. The committee conducted a careful investigation and accumulated a large mass of data. The report is in general agreement with the report of the National Council of Education on "Economy of Time in Education," but was formulated prior to and independent of the publication of that report.

The report has been liberally reviewed by the Washington papers. A permanent committee of the association on Junior High School has been appointed to work for the realization in the local system of the recommended improvements.

October 10, 1913.

To The Home and School Association,
Eastern High School, D. C.

As was suggested in our preliminary report submitted last year, we have continued to study the "Relation between the Grade Schools and the High Schools." We now submit the following recommendations for the improvement of our school system:

1. That the first six grades of our schools be organized substantially as at present.

2. That the seventh and eighth grades be organized as a junior high school.

3. That at least four courses be offered in the junior high school. These might be the old line course with some modifications, a boys' industrial course, a girls' industrial course, and a business course for both boys and girls. Each of these courses should lead to, and articulate with, a corresponding course in the High School.

4. That each course be so limited and grouped that there may be thoroughness and definite knowledge of subjects studied. The present old line course is so overloaded with subjects that bad habits are acquired by the pupils.

5. That all courses be so planned that the graduates may be broad-minded men and women and not mere ignorant trade slaves.

6. That the compulsory age for attendance of pupils be raised from 14 to 16, the age for going to work under the existing law.

7. That no boy or girl under 16 be allowed to work in any place outside of the home except under the supervision of the superintendent of schools.

8. That all such work should be such as to have a definite educational value in the educational scheme, and credited as such on the record of the pupil.

9. That in vocational lines the pupils should produce articles having market value, and a place should be provided for the sale of such articles.

10. That the course of study for the grades and the high school be rewritten, so as to break away from old traditions and to conform to present day needs.

SOME OF THE REASONS THAT HAVE LED TO THE ABOVE RECOMMENDATIONS

As to the first recommendation, we believe that one uniform course of study is all that is necessary for normal children before the adolescent period. We do believe that great emphasis during this time should be given to training in reading so that each child may have a definite and correct knowledge of a working vocabulary, and be able to use books intelligently for acquiring future knowledge. We believe it is common experience in the seventh and eighth grades as well as in the high schools to find a large proportion of our pupils unable to understand the language of the ordinary text book. They are helpless and dependent. In a comprehensive sense, they cannot read. We also believe that more attention in the first six grades should be given to securing accuracy in addition, subtraction, multiplication, and division of integral numbers, common fractions, and decimal fractions. We do not believe that such problems as the reduction of five-seventeenths of two miles to units of a lower denomination have any value pedagogically or otherwise. Other things might be mentioned that have not their proper locus in the course of study when assigned to children under 12 or 14 years of age. Below the seventh grade, we believe that spelling, penmanship, arithmetic, reading, language and literature should be the major subjects.

As to the second recommendation, we believe that "junior high school" is a better term than "departmental teaching," as the latter might imply departmental teaching of the present overcrowded curriculum in the seventh and eighth grades; whereas we not only recommend the departmental system of grouping subjects and having each pupil taught by several teachers, but we also recommend that there should be a differentiation of studies beginning at the adolescent period or two years earlier than is possible at the present time in our schools.

The third recommendation follows naturally from the second recommendation. Historically, our schools were organized to prepare men for the professions, law, medicine, and the ministry. With the growth of democratic ideas, we have become convinced that a government of the people, for the people, and by the people can not be maintained unless all the children of all the people can be educated. That this may be more fully realized we have compulsory attendance laws. Then we have been trying to force all children up to 14 into the same molds, and many others up to 16 or 17, and then wonder why so many leave school before completing the grades or the first high school year.

¹ Just published by the U. S. Bureau of Education.

We must recognize the dawning manhood and womanhood and the accompanying new born impulses that come with early adolescence. It is a period of marked differentiation in the lives of the pupils, and our school courses should be so organized as to guide and direct these impulses in all of the pupils rather than to crush them out in the majority of them. Most of our girls will become home-makers, especially so if our boys are so trained that they may become good home providers. Then let us have an industrial course for girls that shall prepare for intelligent home-making under modern conditions.

About one and one-half per cent of our boys will enter the professions, as lawyers, doctors, or clergymen, the other ninety-eight and one-half per cent will engage in the industrial life of our country.

The latest available census figures, those for 1900, show that there were among our male population 23,753,000 over 10 years of age engaged in gainful occupations. Of these, there were 113,450 lawyers, 108,265 clergymen, and 124,615 physicians and surgeons—a total of 346,330. This total is less than one-half per cent of those engaged in gainful occupations.

The schools must take over to themselves the training formerly given under the apprentice system. Our laws as they exist here in the District of Columbia are training, in reality, many of our boys, especially between 14 and 16 years of age, to become loafers instead of workers.

As to the fourth recommendation we believe that it is necessary in this country that our boys be definitely equipped for some one occupation before leaving school. This requires that the course of study chosen shall not be so overloaded with subjects as to preclude thoroughness. Our present course in the seventh and eighth grades contains too many subjects, each perhaps very important in itself. Nevertheless there is a limit to the pupil's ability. Then, too, the grade teacher and the grade principal are the only surviving persons in this age of specialization who are officially expected to know everything and to teach everything. The inevitable result, under the present system, is failure both for the teacher and the pupil.

In reference to the fifth recommendation, we would not have any caste distinctions as a result of the differentiation in these courses for we wish our mechanics, for instance, to be more than mere mechanics. We should so prepare each pupil that he would be able and willing to utilize the possibilities of our libraries, during his leisure hours, for increased knowledge and broader culture. We must neither so train our pupils that they will be mere caste or trade slaves nor must we turn them out to join the class of the able-to-do-nothing.

As to the sixth, seventh and eighth recommendations, every normal boy or girl is a potential asset to our country. Whether that life shall rank high on the credit or the debit side of the ledger, is determined largely by the environment and the training given in the formative period of that life. At 4 per cent, the \$600 man is a \$15,000 asset; the \$1,500 man is a \$37,500 asset; the \$3,000 man is a

\$75,000 asset; and so on. We believe that at a comparatively small additional cost for education, the value of the average man as an asset, may be doubled. Childhood is being exploited to-day at a frightful cost to the nation. We believe that the average business man will as earnestly condemn the present system when he once realizes what it means as does any other kind of citizen. That each child may be more useful to himself and the community, we believe that, through the school system, the training of each child should be controlled until he has reached the age of 16.

It would be a most profitable investment for the state to pension dependent mothers of children under sixteen. The net earnings of these young workers do not average more than \$2 a week. William Hughes Mearns in the Saturday Evening Post, March 1, 1913, says: "Forty-seven thousand such babies are now employed in unskilled labor in the city of New York; over twenty thousand are in Philadelphia, and no doubt proportionate numbers exist in other big and little cities of our land." He further asserts that there are 108,744 boys and girls below eighteen who are employed in the city of New York.

As to the ninth recommendation, we believe that articles produced in the vocational lines should be such as to have a market value so that each pupil would be rewarded for careful and efficient work and as automatically punished for careless and inaccurate work.

During the period of simple life in our country, the hand as well as the mind was trained. The boy worked in the home and in his father's shop or on his father's farm. There is much education that does not come from books directly. Though the school facilities of the rural communities are relatively poor, yet there seems to be that in country life which largely compensates for this lack. A study of the birthplace, etc., of governors holding office April, 1910, revealed the surprising fact that while only 60 per cent of our people were living in rural communities and towns of less than 8,000 population 96 per cent of those chosen for the highest executive of the states were born in such communities. Seventy per cent of these governors were born in places of less than 1,000 population. Is that a mere coincidence? We think not. We believe that an industrial course can be so arranged and so developed as to give the city boy a power and an initiative like unto that received by the country boy from his industrial surroundings.

As to the tenth recommendation, the work especially in the seventh and eighth grades belongs traditionally to pupils much older than the average age of the pupils in those grades to-day. Then at a time when the pupil's memory is active and his reason undeveloped we give him complicated arithmetical puzzles to solve or require him to delve into abstruse mysteries of technical grammar. Much is badly learned with pain and sorrow that would be learned incidentally and without conscious effort if left for the riper experience of a few years later. Furthermore, at a later period, when the memory is

(Continued on page 178)

PUBLIC AFFAIRS

CAN WE REDISTRIBUTE THE WOMEN?

The Excess of Men

Is it nothing that there are five million unmarried but marriageable men in this land to three million such women? Is it nothing that in some parts of the land such men outnumber the women twenty to one, while in other parts the women outnumber the men five to one? It may be that great troubles have their causes in a single common fact.

Is there a feminist movement among the colored women of the land? None that is general. It is a fact that has some bearing upon the situation that the disparity among the ten million colored people is but slight, for there are almost exactly as many colored women as colored men, though there is a small excess of colored boys over colored girls. In consequence, the true situation seems to be that there are four and a half million unmarried but marriageable white men in the land to two and a half million marriageable white women.

Statistics for the civilized nations show that, in highly prosperous times and lands, the ratio of births of the two sexes becomes 103 girls to 100 boys, and in periods of hard times it changes to as much as 102 girls to 100 boys. The cause is postponed marriage, for young parents tend to be favored with daughters, while older parents have a larger proportion of sons. In good times we have early marriages. In hard times we have postponed marriages or none. When boys outnumber the girls, the number of marriages has declined.

In America, at this period, the number of marriages is declining, and more boys than girls are being born.

In round numbers, we have 1,067 white men and boys to 1,000 such persons of the other sex. It may be retorted at once that this is due to immigration, but perhaps the fact is that immigration is due to the small reproduction of the native stock—to the declining marriage rate and birth rate. A single unanswerable and undeniable fact illuminates the situation. It is the American man, and not the American woman, who is unwilling to marry, for of mixed marriages between a native-born person and a foreign-born person, where they intend to live upon this soil, in all cases with thousands under review, the native-born consort was the woman, and the foreigner the man. It is true that of immigrants two to one are men, but these men marry in one case in eight a native-born American woman; and in two cases in eight they go back home for wives, while in three cases in eight they find here women of their own or of some other foreign race to wed. This leaves one foreigner in eight who fails to marry. This is the man who within a few years of his arrival dies, often from injuries at work or from engaging in a disease-producing occupation.

Meaning of a Civilization Hard Upon Women

Many different tests of national greatness have been set up, some with oratorical fervor, some with rhetorical skill, and some with scientific demonstration. Incomparably the best test is that of the proportion of women in the population. It is both scientific and emotionally appealing, for it proves that marriages are early, numerous and productive of children, and that old women are happy and live long. A nation in this condition is and must be prosperous. The analogy with the family is complete. Where in a family the grandmothers and great-aunts and maiden aunts survive, there invariably the circumstances are good.

The birth of girls and the survival of women mean the ability and disposition of men to make life comfortable for mothers.

No nation can long be great when there is a dearth of women in the land. There is something contemptible about a civilization that is hard upon women. The chief cause of the inability of the American Indians to populate this soil was the fact that they could not find the true way to keep their women alive. The ratios of men to women differed in the various tribes, of course, but in the region upon the east side of the Mississippi, where, at the time of the arrival of the English, there were probably 280,000 Indians, it appears that the men outnumbered the women forty-five to thirty-seven, that the average number of children born to a squaw was less than three, and that, while many men attained the age of fifty years, it was unusual for women to survive beyond forty years. The wars killed off the men, who in truth lived upon, rather than supported, the women.

Our scorn of women appears in the miserable fact that, working side by side with men, they receive lower wages; in the fact that one-third of all their number are now engaged in gainful occupations; and in the fact that they are the real operators of many a business nominally run by men, but have no credit, private or public.

It is profitable to see whether the native American or the foreign-born is the worse sinner. Of births where both parents are natives, the present ratio is 104 boys to 100 girls, but of births where one or both parents are foreign-born, the ratio is 100 girls to ninety-nine boys. The entire fault seems to be in the American man, for there are no mixed marriages where the husband is native-born. No foreign-born woman gets or takes a native American to wed.

In New England the ratio of men to women is 299 to 300. In the Mountain States of the West it is 128 men to 100 women. In the North Central States it is eleven men to ten women. On the coast it is 259 to 200. We have long had the easy explanation that the men always exceed the women in new lands. Among true pioneers women

are likely to be few. But the figures seem to indicate that this explanation of pioneering in new lands has but little, if anything, to do with the distribution of women. Consider a few of the worst offenders among the states.

In Wyoming there are nearly 170 men to 100 women. This was the first equal-suffrage State, and women have been voting in it for many years. In Southwest Wyoming, the coal district, men outnumber the women by ten to one, and the social conditions are the worst that I have ever observed in eighteen tours of the country, going into nearly every state. Wyoming is not a pioneer state. It is not that the women have no influence in it, but that they are neglected and negligible. Men there seem generally to care nothing for women. In consequence there are but few good women to care for the men. After more than fifty years of considerable settlement, Wyoming has succeeded in getting a total population of but 180,000, as estimated now. It is a state with 65,000 unattached, homeless men. It is a state of hotels and lodging-houses, not of homes and families. And it is a state of native-born Americans, not of the foreign-born, who make but a small element.

Considerably worse, though it would seem impossible so greatly to surpass the unhappy record of the aborigines, is the situation in Nevada, where the men outnumber the women 179 to 100. Ten years ago the record was far better. Then the men outnumbered the women only 153 to 100. The state has but 32,000 women and girls now. Of unattached, homeless but nominally marriageable men it has 40,000, nearly all of them native Americans.

In but six census divisions of the Union do the women and girls outnumber the men and boys. These are Massachusetts, Rhode Island, Maryland, both Carolinas, and the District of Columbia, popularly known as Washington. The total excess is but 100,000, of which slightly above one-half is due to Massachusetts alone. It is an instructive fact that in wealth Massachusetts, though but the forty-fourth state in area, and without natural resources, ranks sixth, as it does also in population. In number of towns and cities above 5,000 inhabitants each it ranks second to Pennsylvania, and surpasses even New York, Illinois, Ohio and Texas, which outrank it in total numbers of people. Woman is gregarious and social, and naturally builds towns and cities. More than half the people of Massachusetts are foreign-born, or born of such parents.

In several states the excess of women is too small in amount for anxiety, such as New Hampshire, Virginia, Georgia and Alabama.

The figures, however, require much closer consideration. In Virginia, a state with but few foreigners, white men and boys outnumber white women by 20,000, an excess of males just half offset by the 10,000 colored women over the number of colored men. This is also the situation in both Carolinas, in Alabama and in Georgia.

The Open Fields for Women

States with over 150 men to 100 women. Population 700,000.

Nevada.... 179 Montana.. 152 Wyoming.. 169

States with 125 to 149 men to 100 women. Population 7,800,000.

Arizona	138	California	126
Idaho	133	Oregon	136
Washington	136	North Dakota....	125

States with 110 to 124 men to 100 women. Population 12,000,000.

South Dakota....	119	Oklahoma	114
Minnesota	115	Nebraska	111
Utah	112	New Mexico.....	115
Florida	110	West Virginia....	112
Colorado	117	Kansas	110

States with 105 to 109 men to 100 women. Population 40,000,000.

Texas	108	Vermont	105
Iowa	107	Missouri	105
Pennsylvania	106	Michigan	107
Delaware	105	Arkansas	106
Wisconsin	108	Indiana	105
Illinois	107	Ohio	105

States with 100 to 104 men to 100 women. Population 28,000,000.

Kentucky	103	New York.....	101
Tennessee	102	Alabama	101
Connecticut	102	New Jersey.....	103
New Hampshire...	101	Louisiana	102
Maine	103	Virginia	101
Mississippi	102	Georgia	100

Divisions under 100 men to 100 women. Population 10,000,000.

Rhode Island.....	99	Massachusetts	97
North Carolina....	99	South Carolina....	99
Maryland	99	Dist. of Columbia.	91

The Working Woman in Government Service

The District of Columbia puts into a nutshell the American social situation in respect to women and reveals the need of redistributing them. In it there are 6,000 more grown white women than men and 9,000 more grown colored women than men. It has an unusually small proportion of married men and women. In addition, it is a singularly transient population, for the average stay in Washington is but four years for whites and five for negroes. It therefore reflects American conditions, and has the statistically normal increase in the last ten years of two men more per hundred in excess of women, the average for the land. Its unmarried white men number some 30,000, while the unmarried white women number 36,000. Half of these women are engaged in Government service. Not one colored man in four is a regular worker in Washington, and not one colored woman in a hundred but works all the time. Plainly said, women are doing the work of the District of Columbia, which means that tens of thousands of homeless men drift over the land for want of woman's care.

There is another way of viewing the matter. The state that gained at the highest rate per cent of population in the first decade of the twentieth century was Washington. The rate was 120 per

cent. The state gained several thousand more women than men, a fact that insures the continuance of the gain of population at least for some time to come. In 1900 the ratio of men to women was 142 to 100, and it improved to 136 to 100 in the ten years.

Oklahoma has a record like that of Washington, and nearly as great a per cent of gain.

Idaho, however, unfortunately gained more men than women. Its rate was 101 per cent. It now has 50,000 more men and boys than women and girls. Its people must live in hotels, rather than homes; in camps, not houses.

Old Connecticut, no pioneer state, and yet gaining an average of slightly over two per cent per year in population, shows a change in ten years from a ratio of 100 men to 100 women to one of 307 men to 300 women, while both marriage and birth rates declined.

Fourteen years ago, in Utah, the men outnumbered the women nearly 105 to 100; while four years ago the ratio had changed ominously to 112 to 100.

In West Virginia, where since the earliest settlement the men have always outnumbered the women, the ratio grew 3 per 100 worse, from one of 109 to 100 to one of 112 to 100. In South Dakota the change for the worse was twice as great.

Why Women Should Be in Excess Over Men

Statisticians have reported that in the year 1913 the brightest industrial spot was Montana. This state improved its ratio of men to women from one of 160 to 100 in 1900 to one of 152 to 100 in 1910. It would be absurd to assign to the increase of women relative to men the credit for so good a record in a bad year, but it would be unfair to ignore this as a factor. "Women around" mean prompt care in illness, comfort in sorrow, counsel at all times, and a constant incentive to labor.

When the comparative periods of usefulness for bringing children into life are considered, it is evident that a nation gets along well enough with three men to every four women. The comparative numbers of remarriages of widowers, of widows and of the divorced show the race facts. Men are marriageable from twenty-one to fifty-six years of age, and women from seventeen to forty-five, on the average, for the stocks that people our country. The period for women is twenty-seven years, for men thirty-five.

Contrary to all jokes, ten widowers remarry to one widow. Almost always the widower with children remarries in order, if for no other reason, to keep a home for his children. A mother creates a home, a father cannot create a home. The widowed mother remarries only from love or from the need of support. But few American men of this epoch are willing to undertake the support of the children of other men.

Here we come upon the impressive fact that, at every age, in every state, more boys and men die than women and girls. How can this be in

a land where relatively the women are badly treated?

Divorces are increasing, as everyone knows. Nearly all divorce actions are brought by women, and they usually are justified in the circumstances. But the results are two, the unmarried men are more and more warned not to marry, and wifeless men die without care, the kind of care that comes only from loyal wives.

Men should go from the care of mothers to the care of wives, both to care for them and to be cared for by them. The average age of all Americans is twenty-eight years and two months. There is now a twilight zone for millions when they have left the care of mothers and before they go into the care of wives. This throws millions of young women into the labor field, where they acquire habits that tend to destroy motherliness. Delayed marriage, perfectly obvious in the statistics, shuts many women out of homes, and makes others unfit for homes, so that divorces and early deaths prevail. For the delayed marriages the women are not responsible, but the men.

That married women in homes live longer than unmarried women is so well known as not to require proof. That married men and women both live longer than bachelors and maids has been demonstrated over and over again. Old-maid aunts are increasingly rare; the maids die too young in the stress of modern business ever to become old-maid aunts.

In the gainful occupations of America one-third of all the women are now engaged; one-third of these are married. It is a shameful fact. Biologically considered, there is now and then a woman who should never marry, but nine out of ten should marry. Not only so, but nine out of ten men should marry. A truly happy and prosperous nation always has a birth rate of women higher than that of men, a fact that tends to relieve the stress upon the biological marriageable period.

Are there any remedies?

The Normal Work of Woman

When a biological situation is revealed, political changes are seen to be relatively unimportant. A deficiency of homes and a surplus of homeless men, an overburdened womankind and a restlessness among women that amounts to a social revolution, a falling birth rate and a falling marriage rate, a pressure upon the common schools to produce the impossible, and man and woman alike, generally institutionalized beyond recovery of personal initiative and self-reliance, show a condition far more serious than laws will solve. We are essentially insolvent racially, but there has been no declaration of bankruptcy. The cause is a seriously wrong distribution of women. This is true not only of the geographical locations of women, but also, and far more seriously, of the economic functions that women are performing. Women should never be set to doing what men can do better. Generally they should not do even what they can do as well as men. They should do only what they can do

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better than men. This leaves, of course, the exceptional woman, the woman who in character and physique is four-tenths a man, to do whatever she was born and reared to do.

There are four things that women do conspicuously better than men. They make homes and keep house. They teach children. They nurse the sick. They practise such arts as music, the drama, light literature. They alone can do the first and second of these things. They excel in the others. It may be objected that already there is an under-demand for women as home-makers. This is true, and it indicates the race insolvency. It may be objected, also, there are as many teachers as required. This is false. The average woman-teacher in New York City has fifty-one children, which is a crime. That city alone needs, as compared with the actual practice in many other cities that have one teacher for every thirty children, fifteen thousand more teachers. Here we have a directly false idea of which we must rid ourselves. Again, it may be said that women as trained nurses are too expensive, but their very cost shows the strength of the need for this service. We are not yet caring for one case of illness in ten properly. With all our progress in schools, the children still need a hundred times as many trained nurses as they actually have. Most cities and towns still supply nothing to the needs of children with defective teeth, spinal curvatures, and a score of other physical ills. As for the development of the lighter arts, America has made only the beginnings in them.

The main need in the land is to put the women where they will be more comfortable, because they are doing what they were born and have the instincts and motives to do. The social situation needs reorganizing; that is to say, we need new ideas in circulation. In this respect the women are quite as responsible and guilty as the men, and, in many cases they are bringing up such daughters as they have even worse than they themselves were brought up.

The Physical Deterioration of Our Women

The women of the nation are losing their muscles and tissues and are becoming bundles of nerves, seeking to get about, to have things happening around them, to have a variety of clothes in which to look well and every day, even several times a day, to look different. It is a condition of mind that affects the factory and shop and store-girl and woman, as well as the woman at home or in the school. They call getting these things, or some of them, "being happy." But the novel-reading by American women tells a different story. They are heart-hungry. This is not to say that they are lovesick. Their true occupations are taking care of men and children in homes, of the children in schools, and of all human beings who are sick, and providing real pleasures in a rather tough and trying world. A woman in a factory, in an office, in a store, is a woman out of place.

A considerable proportion of the women of the nation are spending their time and their steadily lessening energies upon things frivolous in the

light of the needs of historic humanity. An equally large number of working girls and women are racking their bodies, wrecking their health, and displacing men in the economic fields. We hear much about their unwise habits and ideals. The truth is that there should not be any such persons at all. A sound nation never works its women for money gains. The woman is the reservoir, the treasury of the race, not its boiler or engine. We hear much about the doings of the wealthy and fashionable. But the fundamental situation with all girls and women is that a sex isolation is being set up in which they are experimenting with a manless world, or with a world apart from man, who, to their notion, but stands aside and marvels or pines.

There is a famine of women in the nation. It is a famine most severe in the Plateau and Pacific states, but it is felt everywhere. The women of the east and south should be distributed northward and westward. There is no such person as a healthy but truly surplus woman. In point of fact, even in the east and south, the supposed surplus is due solely to false social and personal ideas and habits.

There is a famine of women in many fields where women belong. We have trusted solely to the dollars and cents demand, and have given no thought to the underlying human needs. We are burying the dead every day whom women, as wives or nurses, might and would have saved. And yet women flutter about with nothing serious to do, or else toil at unsuitable tasks through lives prematurely saddened and cut off. It is time to open the eyes of the blind, to waken the ears of the deaf, and to do some straight seeing, talking, and thinking. For this reason, the true feminism that would restore woman to her proper fields is the best movement in modern life, while the false feminism that would set women at everything that men do is its greatest peril.

The Richmond (Virginia) Journal styles the Department of Superintendence "the dynamo of the National Education Association." It is an apt characterization. Will some one suggest a term applicable to the National Council of the N. E. A.?

The Governor of Michigan has come to an issue with the City Superintendent of Schools at Grand Rapids. The former says that manual training belongs in the home. The latter says that the home is no longer so organized as to give opportunities of manual training. It is a pity that the governor of so large a state should be so blind to obvious facts; and he himself is a distinguished educator and institute lecturer, himself! If the light that is in one darkness, how great is the darkness!

Ohio Northern University at Ada has lost its main administration building, valued at \$100,000. Perhaps it was not fireproof.

THE APRIL ISSUE

The School Journal will present in the April issue a remarkable paper by Dr. George W. Jacoby, of New York City, upon "Physician and Educator in the Light of Modern Psychology." This paper is really a booklet upon psychic and other disorders of children and youth, and is alone worth, we are sure, the price of a year's subscription to The School Journal.

EN ROUTE

WHERE TO GO—HOW TO GO—AND WHAT'S TO PAY
CONDUCTED BY MONTANYE PERRY

ST. PAUL

"Great oaks from little acorns grow." People become pioneers in their desire to spread learning and Christianity to those without knowledge. From such was the origin of St. Paul—"The Pioneer City"—located at the head of navigation on the Mississippi River just below St. Anthony Falls. It was founded by Jesuit missionaries to the Indians a century ago.

The topography of the country is in the nature of terraces or bluffs rising from the river in three distinct levels, forming irregular plateaus. The "Pioneer City" was on the lower level just above high-water mark; and here until 1880 all activities were centered.

In the early forties "Pioneer St. Paul" as a trading post for the Hudson Bay Company was a picturesque settlement. Fort Snelling, a Government post, is located there.

In its natural growth and expansion the city covers all three levels, so to-day we have on the river level the railroads, mills, etc.; on the next level, the schools, public buildings and business section, while crowning them all is the residential section. It reminds one of a huge layer-cake frosted with magnificent residences. In all ways, St. Paul is an example of the Twentieth Century American city. It has extensive natural parks and drives. There is a magnificent system of drives that connect the various parks. They follow along wonderfully wooded gorges, wind round rapids and pass the Falls of St. Anthony. The Falls have paid toll to commercial progress, and much of their beauty has been lost in the "hitching-up" process for power that they have gone through, to give part of the nation its bread.

There are innumerable lakes and other interesting watercourses. Minnehaha Falls, famed in Indian lore, brings to one's mind the gentle voice of Laughing Water. Of particular interest is Lake Minnetonka, on whose shores are many summer hotels. A pleasant and inexpensive side trip of two or three days can be made here.

St. Paul and Minneapolis are not called the Twin Cities in vain, as a ride of a dozen miles from St. Paul brings one into the heart of Minneapolis. The cities are connected by ten bridges.

There are many notable buildings: the Auditorium, under municipal control; the State Capitol building, that has lived for many years as a testimony of Cass Gilbert's art; the public baths on Harriet's Island; the Minnesota Club, City Hall and various others.

To show that they think of the future Americans as well as the ones who have arrived—St. Paul's schools are noteworthy, particularly her excellent denominational schools. Mention can be made of Hamlin University, Methodist; Concordia College,

Lutheran; MacAlister College, Presbyterian; St. Paul and St. Thomas Seminary, Roman Catholic, and Faribault Boys' School, Episcopal, secondary.

To those of the East contemplating the trip to St. Paul many attractive scenic routes can be suggested. To break the monotony of an all-rail trip, go via the Great Lakes, our glorious freshwater seas.

St. Paul is the kind of city that is making people forget to say "Out West" when they talk of a city in the West.

IN SPAIN

In November we printed a letter that Miss Alicia Arnold Peabody, one of our Boston readers, wrote to the En Route Department from Norway. The letter provoked so much appreciative comment that the editor asked this enthusiastic globe-trotter to send further accounts of her experiences in strange lands. As a result, we have this interesting description of Spain, where Miss Peabody spent the greater part of the winter. We prophesy that this delightful letter will cause Spain to be added to many a traveler's itinerary.

VILLA PIERRE, TOULOUSE, FRANCE.

Dear *En Route Lady*:

Although I am writing this letter from Toulouse, it is to be about the sunny land of Spain, for we are staying here only a couple of days, in order to catch our breath, which we quite lost in dropping down from the heights separating Spain from France.

If I am to talk about Spain, I may as well begin with my first impression of it—that is, my first real thrill, which came when I glimpsed from the steamer's deck, crouched against the horizon like a great, slumbering lion, the Rock of Gibraltar.

Massive, grim, its top touching the clouds, its base lapped by placid waters peopled with ships, which seem like fairy vessels beside its huge bulk, it stares back at one like a great silent Sphinx, this lock of the Mediterranean, whose key has been tight-clutched in England's hand for more than two centuries.

Off to the right lay Spain, all gay, glinting colors in the morning sunlight. To the left, dimly visible across fourteen miles of southern sea, I could see a long, low line of mountains—the coast line of Africa.

Before my visit to Gibraltar, I had thought of it simply as a great, barren rock, famed in history, but in its present-day aspect uninteresting. But when I walked the streets of the Rock, with its floating population of twenty thousand; when I saw Moors, Spaniards and English mingling in a life that is as colorful and picturesque as the pages of a fairy book; when I gazed at the wonderful sunsets and the beauty of the moonlight; when I shopped in the quaint bazaars of the Moors or stopped for tea in an old Spanish inn which Don Quixote surely must have visited long ago, I realized that the Gibraltar of to-day has charms of its own.

There we saw the turbaned Moors, the plaided Scotch Highlanders of the King, and people of every land and clime. What wonderful mosaics, so many and so cheap! What beautiful silver and gold chain work! What clothes and carpets! There is more of the Old World, of the truly foreign Oriental world, in Gibraltar than in any other city of Europe save Constantinople only.

We stayed at the Grand Hotel, where the rooms are comfortable and clean and the table very good. The price per day varies from 8 to 12 shillings according to the room's location. There are numerous pensions scattered through the English part of the town, where board may be obtained at a cheaper rate.

No one who visits Gibraltar should fail to see the city of Tangier, lying but three hours' sail from the Rock, on the African coast. We stayed only a few hours in that picturesque city, and I was so awed by the thought that I was really in Africa that every other impression was overshadowed. I really think that the thing that interested me most of all was seeing a real slave, a tall, superbly built specimen of man, whom I actually knew had been bought for \$200 by his owner! My mother had seen slaves before—in Atlanta, before the sixties—but to me it was a distinctly new sensation.

The guides gave us hurried glimpses of the governor's palace, the prisons, and the markets. It was all very picturesque and startling, and left me with a confused impression of mingled savagery and civilization—barbarism illuminated with electric lights—but it was decidedly worth while.

The round trip to Tangier is 20 pesetas, first class. (A peseta is about 18 cents.)

From Gibraltar we went northward to Seville, where we were made very comfortable at the Don Marco, 6 Calle de Abades. The rates are from 5 pesetas to 7 pesetas a day. The furnishings are very simple, but the whole house is clean and attractive.

Seville is the gayest city of Spain, and the prettiest, with its beautiful Guadalquivir, like an encircling ribbon of silver; its orange groves, its glittering promenades, where beautiful women and gaymen stroll in the cool of the day; its Giralda, its Alcazar, and its wonderful tower of gold. None of these marvels shall I attempt to describe in a brief letter, for guide books are cheap and tell the facts much better than I could do. I simply throw out a few hints to tempt the traveler's own investigation.

In Granada we stayed at the quaintest of pensions, the Villa Carmona, inside the very walls of the Alhambra. The rate is 9 pesetas a day, and a substantial reduction is made to guests out of the tourist season. The proprietor speaks English and is of great assistance in procuring guides and planning each day's sightseeing.

Again I refuse to attempt a description of marvels on which better writers than I am have exhausted their powers. I will content myself with a few practical don'ts. Don't visit Granada without warm clothing—that city is surrounded by eternal snow, and her winds, except in the middle of the day, are chilly. Don't drink her "light" wines if you are

subject to rheumatism. Do not buy lace from the shops on Alhambra Hill; it is alluringly lovely, but the price is exorbitant as compared with prices elsewhere.

Journeying northward to Madrid, we found there, at 8 Calle Arrietta, a very clean pension, with good food and sanitation, bearing the imposing name of Señora Dolores Carmona. The rate was from 5 pesetas to 7 pesetas, according to room, and this sum included wine and lights.

As in Granada, the winds are chill, and warm wraps are much in demand. Madrid is built on the highest point of the great tableland which forms the center of the peninsula, 2,400 feet above the sea. The city has an enormous bridge, which crosses something that looks like a beach when the tide is out, for the Manzanares, which this imposing structure was built to span, is nothing but a mountain stream, nearly dry for three-quarters of the year.

Everyone knows that Madrid's royal palace is conceded to be one of the most imposing kingly residences in the world, but it is not so generally known that her picture gallery is one of the very finest in the whole world. One of our greatest artists has said that if a man knew that he would become blind in a year, there is no place where he could garner up so precious a store of memories to brighten his days as in the Museum of the Prado. We did not expect to become blind, yet we lingered for weeks in Madrid, looking again and again at the wonderful paintings.

Still northward, we made our next visit in Burgos, with its beautiful cathedral of white marble which Philip II declared must be the work of angels rather than men. We stayed for a few days at the Hotel Nortey Londres, very near to the cathedral, a comfortable place, with good plain food.

Speaking of food, the Spanish dishes are very appetizing when the cook can be persuaded to leave out the excess of oil and garlic which the natives love. Everywhere the fresh fish are delicious and the soups perfect. Puchero, which is to the Spanish what macaroni is to the Italian, is simply a savory stew made from left-overs, and is usually well-flavored and appetizing. Beware of their chocolate—it is made of goats' milk and flavored with cinnamon!

Northward to the Pyrenees, now through the land of the Cid and of Roncevalles and Charlemagne, where we went up, up, through glorious mountain vistas, and down again to the French country, where, as I remarked in the beginning, we are pausing for breath.

In closing this very sketchy letter, let me say that Spain is one of the cheapest, most beautiful and interesting countries to visit. Ancient prejudice notwithstanding, travel is fairly easy and perfectly safe. Unless one is in mad haste, there need be no real discomforts encountered. The courtesy of the natives is almost universal, and the stranger within their gates is befriended as a matter of course.

Our next long sojourn will be in Russia, when you may hear again from

ALICIA ARNOLD PEABODY.

SPELLING RECREATIONS

WILLIAM E. CHANCELLOR
Author of "Graded City Spellers"

RELIEVING MONOTONY

In the upper grammar grades, spelling lessons often are sheer drudgery, and to many are so much time wasted. There are several ways to avoid the drudgery and to use the time profitably. Small children are interested in words as puzzles. They will spend hours and hours for every day for years solving these puzzles, but older children are usually too much interested in other matters to be willing to work upon the letters in words as they did when younger. To remedy this situation, there are numerous devices. The purpose here is to illustrate some of them.

TRANSPOSING LETTERS

One kind of exercise is to take words and of them to make other words, using all the letters and only the letters of each word. Here are a few illustrations, viz.:

TWO-LETTER WORDS

ah
em
no
ho

ha
me
on
oh

THREE-LETTER WORDS

arc
asp
act
arm
art
ode
ewc
tow
yea
owe
ear
now
eat
its
was
not
but

spa
ram
rat
own
ate

car
sap
cat
mar
tar
doe
wee
two
aye
woe
era
won
tea
sit
saw
ton
tub

FOUR-LETTER WORDS

Of these, only a few illustrations can be given, among many hundreds.

post	pots	spot	stop	tops
a men	mean	mane	name	name
meat	mate	team	tame	tame
leap	pale	plea	peal	peal
e vil	live	veil	vile	vile
me sa	same		seam	seam
rate	tare		tear	tear
dare	dear		read	read
last	salt		slat	slat
care	race		a cre	a cre
loop	polo		pool	pool
face			ca fe	ca fe
free			reef	reef

FIVE-LETTER WORDS

Of these, there are thousands. A few examples are given.

cheat				teach
pleat		plate		pe tal
spine		pines		snipe
prose	pores	spore	po ser	ropes
sower		swore		worse
verse		serve	veers	se ver
trace	ca ter		crate	ca ret
lapse	se pal	pales	leaps	peals
parse	spare	spear	reaps	pears
a bode				a do be
tread				ra ted

SIX-LETTER WORDS

list en				en list
dip per				ripped
phrase		se raph		sha per
gar ret		gra ter		gar ter
priest		stripe		sprite
war der		re ward		draw er

WORDS READING ALIKE EITHER WAY

bib	did	gag	eye	nun
peep	deed	noon	toot	pup
ci vic		ma dam		le vel

REAL WORDS READ EITHER WAY

car	are		era
sap	gum		mug
cat	keep		peek
mar	re ward		draw er
tar	tar		re vel
doe	le ver		pool
loop	loop		war
raw	raw		mood
two	two		tool
doom	doom		la ger
aye	aye		yard
loot	loot		
woe	woe		
era	era		
dray	dray		
won	won		
tea	tea		
sit	sit		
saw	saw		
ton	ton		
tub	tub		

FORMED FROM THE LETTERS OF THE MAIN WORD

There are tens of thousands of these cases, of course. The point for spelling is to get as many as one can from the shortest words.

NOTE tone ton not net ten one to on no eon toe
TRIFLE ri fle fli er li ter flirt fire life file tile lief

lift rife tire rite left felt flit fret rift fit lit
tie fie lie ire let if it

It is unwise in school to use as the leading words those that contain over seven letters, for a ten-letter word may be material for as many as a thousand other words.

COMPOSING VERSES TO SET FORTH THE HUMOR OF SPELLING

Some of the pupils with a gift for stringing verses may work at the exercise of making lines to set forth the absurdities of English spelling.

In many spellings, troubles lurk,—
In work and jerk and dirk and clerk.
It's oh! so easy far to stray
With weigh and they and aye and yea.

For reign and rain and rein, 'tis plain,
And vein and vain, we must arraign
With vane and sane and seine.

A young person once wrote these rhymes:

There's many a puzzling word to spell,
Try pearl and girl and curl
And twirl and furl and churl.
I'm sure it's very hard to tell;
There's earl and hurl and whirl.
So when I get to be a man,
I'll take this earth and berth,
That birth and dearth and mirth,
That worth and girth and make a plan
To end them all the same with urch.

Another wrote:

Each day, this spelling harder seems
With funny words beyond all dreams.
Enough and though and neigh and plough,
Then hew and sew, then bow and how,
And every manner of extremes.

These words so wild bewilder one.
Take gas and has and was for fun.
Take get and gem, or age and joy,
Or nice and paradise, or buoy
And boy, or won and nun and done.

PICK THE WORDS

Another exercise consists in arranging all possible combinations of letters like these, and then rapidly running through them to pick the words, which may be indicated by circles around them or by lines drawn underneath them.

Space permits only a small amount of illustration.

ab	ba	ac	ca
eb	be	ec	ce
ib	bi	ic	ci
ob	bo	oc	co
ub	bu	uc	cu
yb	by	yc	cy

It is notable that by the addition of silent letters, such combinations in many instances become words, as, for example, eb (b), ni (gh), il (l). In many instances, these phonetic combinations are the really "right" ways to spell words, as, for example, dew (du), age (aj), queue (ku).

SUBSTITUTION OF ONE LETTER AND MAKING A DIFFERENT WORD

To many pupils, the most interesting of all exercises is finding words that may be transformed by changing a single letter. This grows the more interesting as we come to the longer words, and relieves the monotony of work upon the short words.

The letter may be substituted in place or elsewhere in the word. Two examples are:

1. ingenious	2. monument
ingenuous	munition

In the first case, u replaces i. In the second case, i replaces o, but not literally in the same place.

Other examples are these, viz.:

3. request	4. humor	5. morrow	6. slight blight
bequest	rumor	borrow	flight fright
		sorrow	

In the sixth example, we have an instance that shows how we can work around to a truly astonishing result. We can get a word that has not a single letter like the original word's letters.

Take this case:

star stir tire mire mile

Here is a news note in a metropolitan paper: Mrs. Stuyvesant — is keeping an open saloon in Paris this month.

Imagine her dismay and that of the titled or wealthy guests at her salon!

NOT ENOUGH WORD STUDY

Some years ago the United States congress created a court in the District of Columbia with the title "Supreme Court" and then erected over it a "Court of Appeals," since which time it has repeatedly given exclusive and final jurisdiction to the lower court, forgetting the existence of the Court of Appeals, but remembering vividly the meaning of the word "Supreme." This has led to a vast amount of litigation and of expense, every particle of which is due to the fact that when congress created the higher court it should have changed the name of the lower from supreme to superior.

It is all amusing enough to ridicule too great care for words, but words are the tools of thought. Probably man cannot think save in words. Even his emotions take the forms of words. As the carpenter values his tools to keep them clean and sharp, so the student must value his words. Religion, government, business, family-life turn many, many times upon words. A thousand times I have heard men say, "Oh, I thought he said 'So-and-so,'" only to find that they misunderstood the words actually used. Ten thousand times and more I have heard youth and adults say, "Why, I cannot read such a book or article; I don't understand the words."

EXTRICATION FROM AN IMPASSE

We are gravely told by some persons that youth should never be given words that they do not understand. Upon that basis, even Shakespeares would cease to write, for they use many words that they do not fully understand. Also upon that basis, the search for knowledge in books and by lectures would cease. Truth is that we must often use words but half-understood, even but guessed at sometimes, yet better than any words that we do fully understand. Learning to spell a word beyond one's understanding is by no means objectionable. Millions of boys and girls have learned to spell "democracy," "immortality," "heaven," "righteousness," "justice," "charity," but so far in all the history of the world the number of persons who have understood and lived these words has not been, to put it mildly, oppressively great. Nor of material things, which are far less important, do we understand the words fully. Who knows the meaning of a billion dollars? We count in numbers beyond comprehension, and similarly, yes, exactly the same; when we think of other matters than numbers, we count in many cases in uncomprehended and perhaps for all time incomprehensible words.

A BROADER FIELD FOR THE HOME AND SCHOOL ASSOCIATION

(Continued from page 169)

less active relatively and the reason has begun to develop we go counter to nature by giving the pupils subjects calling chiefly for memory, such as the elements of foreign languages. Many pupils under this system remind one of an elastic bar. Under the intellectual pressure of the teacher there seems to be weighty knowledge; lift the pressure and most of this knowledge seems to have disappeared with the rebound.

Parenthetically, we may say here that none of the above recommendations is intended to relate to defective or atypical children.

In summing up, we believe the following are some of the advantages that would be gained.

1. It would force the elimination of non-essentials in the elementary curriculum, especially the mass of inherited puzzles.

2. It would make possible the teaching of subjects at the time when the mind is best fitted to receive them.

3. It would break up the uniform course, the lock-step in promotion, and the attempt to standardize children beyond the sixth grade, in favor of individuality and freedom.

4. It would go far to solve the problem of the laggard in the school.

5. It would relieve the congestion of the curriculum and the consequent overpressure on both pupils and teachers.

6. It would make the transition from one teacher to several begin at the natural time—beginning of adolescence.

7. It would tend to greater efficiency in administration and in teaching.

8. It would especially facilitate the development of handwork.

9. It would bring a broader outlook to each pupil by being brought into contact with several teachers.

10. It would avert the educational ruin of a whole roomful of children by a single inefficient or overnervous teacher.

11. It would keep our boys and girls in school until sixteen years of age, instead of training them in idleness or worse between the ages of fourteen and sixteen.

Respectfully submitted,
 (Signed) H. F. LOWE, Chairman.
 H. A. HESSE,
 J. DIESERUD,
 RICHARD C. LAPPIN,
 (Miss) L. AMELIA DALTON,
 JOHN J. ROTHERMEL.

GOVERNMENT PLANS CITIZENSHIP TRAINING

With the cooperation of the National Municipal League and other organizations long interested in the problem of education for citizenship, the United States Bureau of Education is undertaking a comprehensive study of the whole problem of civic education. The work will be under the immediate

direction of Mr. Arthur W. Dunn, now of New York, who made for himself a national reputation some years ago by his work in this subject in the public schools of Indianapolis.

In this field of activity the Government bureau of education hopes to do officially and systematically what has heretofore been attempted by a number of organizations working independently. Many civic associations throughout the United States have been agitating in behalf of education for citizenship; valuable results have been obtained; and many communities have made important experiments in improving citizenship through the schools and through other agencies. The bureau will seek to coordinate these hitherto separate efforts; to bring cooperation where independent action has prevailed; to make known everywhere the results of civic education so far accomplished; and to formulate a constructive plan for definite work in this important field.

One of the most pressing problems in citizenship education is that of properly equipped teachers. There are few teachers that have had the requisite special training. It will be one of the vital tasks in the new work to find out what can be done to train men and women, whether already in the service or just preparing to teach, for the definite responsibilities and possibilities of direct instruction in citizenship.

Present methods of teaching civics will be carefully investigated. Whether it is sufficient that children should know how the president is elected, or that they should be able to recite the constitution; to what extent modern social and civic questions—clean streets, pure water, milk supply, fire protection, means of transportation, cooperation, suffrage, divorce, etc.—are to be considered. These are the sort of questions to which the new corps of investigators will have to give some attention.

Special effort will be made to report the many attempts on the part of progressive communities to give all school subjects a more definite civic value. In Kansas City, Kans., for example, the chemistry course in the high school is in effect a course in practical civics—such things as water and milk analysis, with their significance in community life, are emphasized, and high-school students serve in the municipal laboratories. Cleveland teaches municipal problems in the biology course. Indianapolis has a course in "community arithmetic" in the elementary schools. Vocational education and school hygiene both have civic phases of immense importance. These and other practical matters in citizenship training will be carefully examined.

In announcing the Bureau's new work Commissioner Claxton points out that in the larger sense all education is really education for citizenship; that not only is citizenship training coextensive with effective education in general, but that "the final justification of public taxation for public education lies in the training of young people for citizenship."

The state board of health in Indiana has just condemned four one-room schoolhouses in Franklin township. That was a great day's work.

The Moline (Ill.) high school has three utility instructors to help backward pupils.

BOOK ANALYSES

CANDID COMMENT UPON THE PRODUCT OF THE EDUCATIONAL PRESS

My Boy and I by His Mother. Christine Terhune Herrick. Pp. 278. 1913. Cloth. Dana, Estes & Co., Boston.

This is a general treatment of the life work of bringing up boys by a person who has had experience. The boy of this story goes to college and is rather a favored person. It is a pleasant story, well worth reading. It should be thoroughly understood by anyone who sets out to read it, however, that the atmosphere of the book is that of those who belong to the social class, of those who have, who do not live by daily wages from hand to mouth, but who have recognized social position. As such a book it fills a distinct place. It concerns the bringing up of a son of the supposedly favored set.

Industrial Studies, Europe. Nellie B. Allen. 1914. 80 cents. Cloth. Illustrated. Ginn & Co., Boston.

"Of all the continents, Europe is the most fully developed and has reached the highest degree of civilization." So says the author, and in a sense she is right. But either Asiatics or North Americans might dispute the opinion. The text is well written, and the book is well organized. The pictures are admirable. The plan is to go to each country and there to discover a few significant features for emphasis. The terrible story of the making of St. Petersburg is told, for it is the key to the Russian character, high and low. Such readers as this are of great value to supplement school work, and they are interesting for private reading also.

A Montessori Mother. By Dorothy Canfield Fisher, Author of "The Squirrel-Cage." Pp. 240. \$1.25; by mail, \$1.35. Illustrated. Henry Holt & Co., New York.

This well-printed and illustrated book is having a marked influence upon educational thought and practice, not only because of its interpretation of a woman of genius, but also because the author reveals herself as a woman of sound and ripe experience. Montessori has wrought an educational revolution and will figure in the history of education for many a year to come.

Plant Life and Plant Uses. John G. Coulter. 1914. Cloth. Illustrated. Pp. 464. \$1.20. American Book Company, New York, Cincinnati, Chicago.

This is a foundation book of human knowledge in the field of botany. It is not a botany text-book but the forerunner of botany, agriculture and domestic science, as the title-page says. The book is better than popular science, for it is modern science set forth in the simplest language that true science permits. The book is suitable for advanced high school or early college use. We quote one admirable sentence, "Learning is knowledge of facts, but unless we know how to use the facts,

all our learning is of no more use than a dusty encyclopedia that is never taken off the shelf." (Page 23.) The spirit of the book is that of one who says, "Come walk with me out into the world of nature, and I will show you how nature does things." The quality of the book is that of one who does this very thing, a true teacher and revealer.

Advanced American History. S. E. Forman. Pp. 634. \$1.50. Illustrated. Cloth. 1914. Century Company, New York.

This is a work of most excellent scholarship by a man who can speak to his audience in fit words. Though a text-book, with all the apparatus of the style, it is not of the ordinary text-book run, but better. The modern period is especially well treated.

How to Teach Spelling. W. E. Chancellor. Pp. 16. 1914. Macmillan Company, New York.

A little book upon psychophysical lines, showing the principles of modern method in spelling. Copies may be had of the publishers upon request.

The Book of the Epic. H. A. Guerber. Illustrated. Pp. 493. 1913. J. B. Lippincott, Philadelphia.

Here are retold all the great stories of the world, and most of them are told wonderfully well. All the old friends are in these pages, from Homer through Dante to Scandinavian bards, with the Asian story-tellers added. Here man's secrets are unfolded, and origin and destiny, fate and free will, fear and valor, virtue, vice, fault and sin, are once more reviewed. It is a very noble theme, and adequately set forth here.

The Idea of the Industrial School. Pp. 110. 1913. Georg Kerschensteiner; translated by R. Pintner. Macmillan, New York.

This is the one man of the time who best understands this present theme. Here is no slopping over, no excess, but the direct, substantial message in a few words. Industrial education is for the sake of the child, not of the man to be; not of the employer, not of the land and the crops, not of the ultimate consumers of products, not of the national life. This book is both a fire and a light.

Play and Recreation for the Open Country. Henry S. Curtis. 8 volumes. Pp. 265. Illustrated. \$1.25. 1914. Ginn & Co., Boston.

We have here a new theme, written by a man who understands it and how to write about it. The publishers have done everything requisite to make it attractive and permanently useful. The transformation of the city and the country for the education of children by play will be promoted by this book effectively. There is nothing provincial about it, for the author has been everywhere, and gleaned wisely of the best.

Historic Adventures. R. S. Holland. Pp. 288. Cloth. Illustrated. 1914. George W. Jacobs, Philadelphia.

Here are tales of Lewis and Clark, of Aaron Burr, of the Barbary pirates, of Lovejoy, of Whitman, of the Mormons, of the Forty-Niners, of Japan, of John Brown, and of Hobson, as well as many others. It is a fine book for school libraries, and for children generally.

Minimum College Requirements in English for the Years 1914-15: Macbeth, edited by Helen G. Cone; Milton's Minor Poems, edited by H. W. Boynton and C. S. Thomas; Burke's Conciliation, edited by Robert Andersen; Macaulay on Johnson, edited by W. P. Trent. 1913. Riverside Literature Series. Houghton-Mifflin Company, Boston.

The binding of these four booklets into one makes a desirable text for the students who must work through these authors. It would be hard, indeed, for any editor to spoil these classics, and no one here has done so. But the unevenness of merit in the editing becomes apparent. Just why in boyhood Milton only "scribbled," whereas in manhood he "wrote" verses—a convention of literary cant—the editor does not take the trouble to explain. There is much other cant in the notes upon Milton. How any study can be anything but "careful" no one knows, but the phrase "Careful Study" is used to head the pages. There are thirteen fine pages by Woodrow Wilson upon Burke. The editing by Trent of the Macaulay is faultless. Since the colleges insist that the youth shall read these books, this edition is doubtless, on the whole, as good as any other.

The Bible for Home and School. Amos, Hosea and Micah. Editor, J. M. P. Smith; Shailer Mathews, General Editor. Pp. 216. 75 cents. Macmillan, New York.

These were three of the minor prophets who thundered against the sins of Israel in the eighth century before Christ. The notes are dignified and important. This is a great undertaking to place the Bible before serious readers with such illumination that its meanings cannot be missed, and yet it has been most successfully carried out here.

Nixie Bunny in Workaday Land. J. C. Sindelar. Illustrated Helen G. Hodge. 1914. Beckley-Cardy Company, Chicago.

This is a delightful book that the reviewer has read aloud more than once to a five-year-old boy at home. The rabbits are real enough not to offend the adult and unreal enough, both in pictures and in the well-written text, to please and fascinate the child. Of course, the purpose of the little primer is to interpret the world of human society to children. This is capitally well done.

Principles of Educational Practice. Paul Klapper. Cloth. Pp. 485. 1913. D. Appleton & Company. New York.

This is a book closely organized in thought and carefully worked out in detail. It is an operative philosophy of education—scientific to the core. The remarkable quality of the book is that it works

steadily to a climax and ends there. Few philosophies of education in this age of discursive balancings of pros and cons end anywhere. The treatment begins with an account of the place and work of education; proceeds to an analysis of education as physiological and sociological, and then in a big way develops the educational psychology of instincts, of intelligence, of emotion and of will. As an exposition of education as a life-process for the ablest of the race and as essential in civilization to all, this treatment is admirable in its profundity and clearness.

Village Improvement. Parris T. Farwell. Cloth. Illus. 1913. \$1.00. Pp. 362. Sturgis and Walton.

The enrichment of country life in small centers of population is the study of many minds to-day. Here we have a working exposition by one possessing lifelong familiarity with the situation and with experiments for betterment. The treatment includes homes, roads, parks, schools, playgrounds, churches and the social mind. The field especially under view has been the Middle West beyond the Mississippi. But the spirit of the work and the lucidity of the narrative make it one of general applicability everywhere in our country.

Introduction to Botany. J. Y. Bergen and O. W. Caldwell. Cloth. Illus. Pp. 368. 1914. \$1.15. Ginn & Company. Boston, New York, Chicago.

Here is handsomely printed and illustrated text for secondary schools. It is a *vade mecum* to a vast subject. The textbook apparatus of problems, of notes, of glossary, of bibliography, and index is unusually skilful. The authorship is distinctly expert both from the scientific and from the pedagogical points of view.

Primary Artisan Education. By W. P. Welpton. Lecturer in Education and Master of Method in the University of Leeds. Author of "Principles and Methods of Physical Education," 252 pages. Price \$1.25. Longmans, Green and Company, 39 Paternoster Row, London.

Common sense has come to the consideration of why we send children to school and asserts that at least one reason is to enable them to become self-supporting as adults by serviceable livelihoods. This is one of the best discussions yet offered to the public upon this phase of the matter. The book is better and broader than the title implies.

Actual Government in Illinois. Mary L. Childs. Illustrated. Cloth. Pp. 224. 1914. 50 cents. Century Company, New York.

This book seems impossible at the price. Yet here it is, well printed, well bound, judiciously and interestingly written. Ours is a federal republic. As sure as fate, we will soon begin to think more of our states without thinking less of our nation. The writer has the gift of explanation. The language displays the indefinable yet indisputable quality of the personal touch, which is style. And this style is singularly delicate and attractive. This literary achievement in a civil government text seems quite as impossible as does the excellent

bookmaking. Some Illinois children are certain to gain much by the study of this text.

Improving Songs for Anxious Children. By John and Rue Carpenter. Illustrated. Price, \$1.50. G. Schirmer, New York.

To the music supervisor Mr. Carpenter needs no introduction, but it is not often that a composer of such extraordinary attainments as Mr. Carpenter is equally successful in writing for children, but the music supervisor who is fortunate enough to secure a copy of this book will readily agree that Mr. Carpenter has accomplished this.

The book contains seventeen songs of the composer. Each one is attractively and interestingly illustrated and will immediately secure the interest of the child. The text is in large clear type. In a word the collection is ideal and is sure to exert a helpful influence in the development of good taste.

The Personality of American Cities. By Edward Hungerford. Fully illustrated. Price, \$2.00. McBride, Nast & Company, New York.

Americans who are familiar with their own land will delight in this book because its clever, intimate descriptions call up a host of memories to one who knows the various cities of which the author writes. Those who have not visited the representative American cities will close the volume with a sense of having acquired a certain familiarity with them.

It is seldom, indeed, that a writer of purely descriptive matter injects into his work so much flavor and personality. We cannot refrain from hoping that Mr. Hungerford will take himself and his pen to Europe next. His Personality of Old World Cities would certainly meet enthusiastic reception.

Vocations for Girls. E. W. Weaver. Cloth. Pp. 200. 1913. A. S. Barnes & Company, New York.

Five million women in this country make their own living in cash, about one in six of the entire population of women able to work in the economic field, and about one in three of all women in cities where nearly all working women outside of homes are living. This book tells much of the statistical and economic facts. It is a most excellently made little book, far better than anything else of its size

in the same field. The spirit is wholesome, the facts carefully gathered, the style uncommonly interesting, and the entire field well covered. This is one of the real books that are made right. The typography, format and paper and binding are all satisfactory. There are enough references. We recommend the little book cheerfully to teachers, parents, and girls upon the lookout for work with cash returns.

Training the Girl. William A. McKeever. Pp. 342. Cloth. Illustrated. 1914. \$1.50. Macmillan Company, New York.

This book has been written by a man who is a lover of children and a student of their natures and needs. It covers about everything that a parent or teacher should know and do for girls. The illustrations are excellent. It is just as good a book for the girls themselves to read as it is for adults. It is sane, intelligent, agreeable, and valuable.

Of the 6,432 males enrolled in the St. Louis evening schools, every trade and craft had representatives, the clerks leading with 1,291. The larger figures of other pursuits were: Factory hands, 681; laborers, 446; office boys, 423; machinists, 373; errand boys, 193; carpenters, 148; garment workers, 136; printers, 120. Of the 3,310 female students the following pursuits were represented by enrollment in excess of a hundred: Factory girls, 411; clerks, 330; house girls, 290; housekeepers, 282; stenographers, 264; seamstresses, 191; laundresses, 121; garment workers, 112; milliners, 108; telephone operators, 103. There were 186 male students unemployed and 327 females. The school authorities find these students without exception eager to learn, especially subjects that will increase their efficiency in their chosen work.

A local court in Paterson, New Jersey, has ruled that school children may use the same doors as the teachers. There were several test cases from a school where the children had been ordered to use side doors with muddy walks leading to them.

The summer session of the Omaha High School has been under attack as an extravagance. It cost \$3,200 for eight weeks for 800 pupils, or 10 cents per pupil per day.

The board of education in San Antonio, Texas, erected a school building that was not fireproof, and now public opinion is as hot there denouncing this folly and crime as a fire would be.

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Free Textbooks in California

California has experimented for a year with free textbooks, and the result of that experiment is just submitted to the Superintendent of Public Instruction. The facts set forth in that report are as interesting to the people of other states as to those of California, for this idea of free textbooks is of the persistent family, and almost everyone is anxious to know how it works out.

For the year covered by the report—from one January to the next—a total of 1,461,623 schoolbooks was distributed, and not a cent was charged for the use of any one of these books. In addition to this 5,720 books were sold to private schools, many of which have the same curriculum as the public schools of the state. The publishing cost to the state was \$220,671, a figure far below what the cost would have been if the books had been purchased as of old from the schoolbook publishing houses. And this is true even if the royalty paid for the publication of certain books and the cost of distribution be included, the first item amounting to \$87,371 and the second to \$8,000.—Portland (Ore.) *Telegram*.

Just to prove that their manual training is of the practical sort, the boys in the Nesquehoning, Pa., public schools have erected a domestic science building.

Movable tables and chairs instead of the conventional fixed desks are used in the Washington Irving High School, New York City, according to information received at the United States Bureau of Education. It has been found that the plan makes for cleaner schoolrooms and more efficient school work. Another advantage is that with this type of school furniture the schoolrooms can readily be adapted to social and community purposes.

There are still 5,000,000 adult illiterates in our country and 10,000,000 so slightly literate that they seldom read and almost never write anything more than their own names. How many are truly intellectual incapables we are not likely to learn.

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PROGRESSIVE BUSINESS METHODS AS APPLIED TO EDUCATIONAL AFFAIRS

Much has been written on the concentration of energy and efficiency as applied to commercial enterprises to the end that only those so directed are proving successful. The leading men of the country have made their great successes by eliminating unnecessary detail, by the selection of efficient men and women for the direction of their departments, and by the establishment of a clearing-house for their wares. Their watchwords have become "Concentration" and "Efficiency."

Educational affairs have long required just the same methods of application. The completion of a building devoted to educational matters is a remarkable insight into the necessary concentration of business methods as applied to education. This building is known as the Educational Building. It is located at 70 Fifth Avenue, corner of Thirteenth Street, in the heart of an already popular educational center. Here will be found everything connected with schools and colleges—architects, textbook publishers, dealers in scientific, manual training and industrial equipment, teachers' agencies, illustrators of schoolbooks, school furniture and supplies, and a remarkable educational exhibit, thoroughly comprehensive in its arrangement and showing a full assortment of the best models and samples of material required in the equipment of a modern school or college. This exhibit, occupying some 10,000 square feet on the seventh floor of the Educational Building, is directed by the Permanent Educational Exhibit Company, school and college outfitters, and is open to the public every business day of the year. The services of the officers of this company are given freely to all desiring assistance in the selection of school equipment with the least expenditure of time, money, and energy. The sales department is directed by efficient men, who have had much experience in this field.

A reading-room of current educational magazines and a library of teachers' reference-books are at the disposal of the educational public. Committees on the purchase of school supplies are invited to meet in the rooms of the Permanent Educational Exhibit Company to examine the samples of equipment shown and to leave their orders. When the required article is not exhibited, a saving of time and energy is assured by permitting this company to order it, free of additional expense to the purchaser. The bureau of information has been established to cover every subject connected with education. A bulletin board announcing lectures, concerts, evening classes, and other matters of interest to teachers, is another indication of the concentration and efficiency this company has applied to educational affairs, and denotes a decided upward step in matters pertaining to education.

SARAH MITCHELL NEILSON.

PUZZLES

(Continued from page 154)

statements, we cannot deliberately go back on our own position. We cannot answer for the position of any other college. We do not feel at liberty to argue as to the relative importance, or lack of

In answering advertisements please mention "The School Journal"

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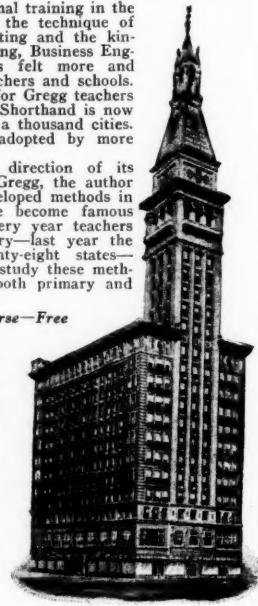
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it, of a few hours more or less, but I think you will admit that, if we give way in one case, we should have to do it in others, and that we should never know exactly where we stand."

The Ways of Squirrels.—The Nemonia principal, having recovered his equilibrium, returned with zest to the puzzle pastime.

"I have your letter of June 6th. After reading it carefully two or three times I realized the utter impossibility of your making any change. By the shades of Aristotle, what a charming example is your first paragraph of a squirrel running industriously in his wheel! The association of which you speak seemingly is a College of Cardinals, and private judgment, not to say committee discretion, is taking the rest cure. I hope that it is not frivolous to inquire why there should be a committee on 'Admission by Certificate,' if that committee has no discretion whatsoever in the way of modifying the mechanical application of your admission formula.

"However, I did hope for an answer to one implied question, to-wit: Is it possible that a student should have studied solid geometry successfully without first having mastered plane geometry? If it is impossible that he should have done this thing, by what rule of reason should he be credited with solid geometry and not be credited *with plane geometry?*"

As no answer has been vouchsafed to this last inquiry, the Nemonia principal is constrained to believe that the conscientious registrar, aided and abetted by the Chairman of the University Faculty Committee on Relation to Secondary Schools, soiloquized somewhat as follows:

"I am the Bowwow registrar,
Right solemn, firm and true;
With every freshman candidate
Straight to the line I'll hew.

His principal shall certify

The minutes he did pass
In recitations, five a week,
In every blooming class.

Mayhap he'll be five minutes shy,
Thus lacking by a thread
A Bowwow units value—
Biff! off shall go his head.

Mayhap in Solid Geometry
He's solid to a 'T,'
But in his Plane Geometry
He's lacking hours three.

Mayhap his wanton principal
Will flippantly maintain
That if he's *fit* in Solid,
He's also *fit* in Plane.

But I will hew straight to the line
And show the silly wight
That Bowwow stands for principle—
'In erring reason's spite.'

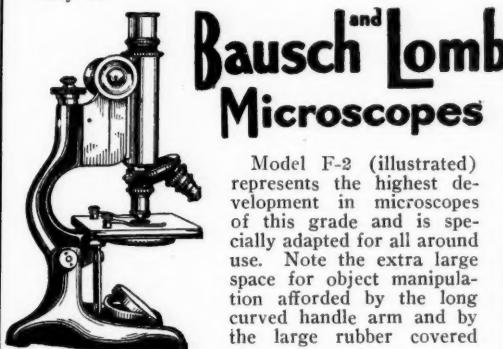
Is true to her professions
And never will admit
That knowledge, not addition,
Is measure of the *fit*."

W. S. S.

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Plans are well progressed for a general observance by New York City of the 350th Anniversary of Shakespeare's birth, April 23rd next.

The Shakespeare Club of New York City, which for more than twenty-five years has observed the day, has this year secured the full co-operation of the Board of Education, as well as that of private organizations most naturally interested, towards a commemoration with special features, in the parks and schools of all the boroughs.

The committee on this celebration of the 350th Anniversary of Shakespeare's birth has headquarters in the Board of Education Building, 500 Park Avenue, New York City.

Des Moines has had a new idea and worked it out. All the teachers of the city got together and had a public dinner. To it they invited all the board members as guests, and then they all had a few after-dinner toasts and a big moving picture show right in the high school gymnasium. The world does move! This happy event took place March 6.

Saginaw, Michigan, has a municipally owned theatre in which they exhibit free pictures to school children. This is almost as good as having moving pictures in the schoolhouses, and perhaps more convenient.

The Bay City, Mich., affair, to which we animadverted last month has advanced as we go to press this month to the stage where two persons are each claiming to be president of the board of education and are getting court injunctions against one another. Such are the proceedings that one might expect from a board that challenges the right of a school superintendent to recommend the best teachers whom he can find.

A bill in the New York Legislature on behalf of principals in New York City proposes that there be a graduated scale by which the principals of the larger schools get higher pay than the principals of the smaller schools. Salaries are to begin at \$3,500, and to go to \$4,500. The bill is very strongly pushed.

Lane Technical High School, Chicago, had 3,500 evening school students the past year, and they made everything from bookcases to electric cranes.

In the Elgin, Ill., public schools last year, the girls passed 97.3 per cent of all the studies that they took, while the boys passed only 90 per cent of their studies. In consequence, a lot of persons are assuming that girls are smarter than boys. This is not an unusual conclusion for superficial persons to reach. But all that it

proves is that the teachers, who were mostly women, marked the boys lower than they did the girls in certain subjects according to whims and traditions that are beyond scientific analysis. Biologically, a boy of ten, who happens to be the average boy in school, is usually no older physically than a girl of eight, but he is expected to work in the same class with the girl of ten, who is clearly his senior in physical development. All boys relative to girls are over-graded in schools.

He worked for free text-books in the schools and for drinking fountains for horses, did this teamster; and he worked for many other small yet vital, new, good things. His name was Joseph Heberle, and now the people of Cincinnati, who grew to respect and to love him, have named a public school in his memory. Dead and gone, but not to be, like most other humble men, at once forgotten!

Some nice questions of school law, not without their humorous side, have arisen at New Lenox, in upper Illinois. It appears that a woman school teacher near the end of the school year married, whereupon the school directors employed another teacher. The married teacher then sued for two months' pay, alleging that she had been ready and willing to perform her duties but was denied access to the schoolhouse. The directors retorted that she had no legal contract because they employed her at a casual meeting, held upon a village street, and not as the law requires at a regularly called directors' meeting. If this affair is carried up through all the courts, we are likely to wait two or three years before all its ramifications are followed into their least aspect. Does marriage void a contract? Is a meeting held irregularly one that can make a legal contract?

In Fond du Lac, Wisconsin, a pleasant town, with a good reputation, the high school principal of seven years' experience, and rendering service that met with general approval, has resigned in order to become partner in a printing business, which means in order to make a fair living. And almost everyone in Fond du Lac seems to think this proceeding the most natural thing in the world, and all right. It does, however, raise the question which the community needs most, a competent educator or a good printer-manager.

The city attorney of Milwaukee, Wisconsin, has given an opinion that the board must discontinue free transportation of crippled children to the school provided for them.

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The Homeopathic Medical Association of Chicago physicians have voted to oppose the medical inspection of school children as an undue invasion of personal rights and as likely to cause excessive self-consciousness. Yet this is March of the second decade of the twentieth century in America.

